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ABSTRACT

Described is a collection of 130 teacher developed materials for use with regular and handicapped elementary level students. Descriptions usually include a drawing of the item, name of item, cost, purpose, instructions, type of children, construction materials, construction, name of developer, school, and position. Provided are such items as a mini-computer, vocabulary card games, concept bingo, alphabetical order boxes, number jump, geodesic ball of letters, sample board, and color and shape maze. (IM)

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teacher-made materials

State Board of Education

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Joseph M. Cronin
State Superintendent of Education

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Name of item/Individual Progress Sheet

Cost/not available

Purpose/This is to give the child an idea of where he is and what he still needs to do to correct his speech.

Instructions/Self-explanatory

Type of children/This seems to work best with children 5th grade and older

Construction materials/n.a.

Construction/Use diagram if necessary – not available

INDIVIDUAL PROGRESS SHEET

This is your progress sheet in speech class. You will work from task to task as fast as you are able. When you finish all of the tasks you should be done with your speech work for this sound. Extra tasks will be added if they are needed.

1. Can hear the correct sound by itself.
2. Can hear the correct sound at the beginning of words.
3. Can hear the correct sound in the middle of words.
4. Can hear the correct sound at the end of words.
5. Can hear the correct sound in sentences.
6. Can hear the correct sound in a paragraph.
7. Can make the correct sound 50 times in a row.
8. Can make the correct sound 50 times in syllables.
9. Can make the correct sound in 100 words at the beginning.
10. Can make the correct sound in 100 words at the end.
11. Can make the correct sound in 100 words in the middle.
12. Can make the correct sound in 100 sentences.
13. Can read one paragraph using the correct sound.
14. Can read a story using the correct sound.
15. Can read 20 tongue twisters using the correct sound.
16. Can tell a story using the correct sound.
17. Can read in reading class using the correct sound.
18. Can read to family using the correct sound.
19. Can tell a story to family using the correct sound.
20. Can use the correct sound at all times.

Name/Laurel Graham **School**/Golfview **Position**/Speech Therapist

Name of item/n.a.

Cost/$0 if books on the countries and paper is available

Purpose/The purpose is to give the children an interesting reason to study the countries.

Instructions/The students study the country of their choice in the regional area and then are given a "citizenship" test by the teacher. If they pass, they are made a citizen and given passports to visit the countries of their choice. Money of the countries is made and exchanged as well as "culture" between the new "citizens."

Type of Children/Used with grades 5-7 in a school of mixed cultures. Many Spanish students and also many children of deprived families.

Construction materials/None—except material for them to research the countries.

Construction/No construction necessary—only verbal instruction and the writing and design of passports.

Name/Thomas Hess
149 Augusta
Grayslake, Illinois

School/Avon Center School
Rt. 83 Box 556-B
Lake Villa, Illinois

Position/5th grade homeroom
5th-8th grade social studies

Name of item/Auditory Training Dachshund

Cost/Not available

Purpose/The value of presenting this visual stimulus aids the listening skills by centering the child's attention.

Instructions/The therapist presents words, some of which are spoken without the final consonant. When the child hears the entire word, he pushes the tab on the right so that the entire dog is visible. When the word does not contain the final consonant, he pushes the tab so that the dog's tail is not visible. On a higher level the procedure may be reversed. The therapist operates the model and child presents the words from picture cards.

Type of children/This auditory training exercise has been used successfully with children who do not use endings on words. It is most often used with children delayed in speech and language. Kindergarten to 3rd grade level.

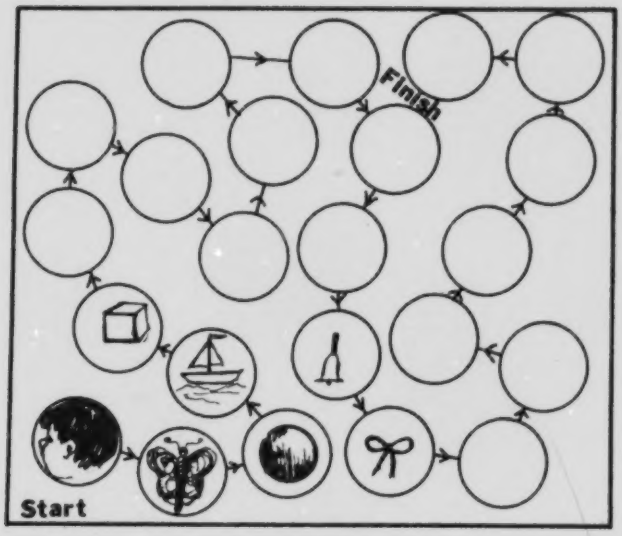
Construction materials/Diagram attached and tag-board

Construction/Insert strip into card after cutting on dotted lines.

Name/Mrs. Mary Kinzler
617 Campbell St.

School/A. O. Marshall
Sterling and Harwood Sts.
Joliet, Illinois 60435

Position/Speech Therapist
District 86–Special Education
John F. Kennedy Center
Raynor & Taylor Streets
Joliet, Illinois 60435



Name of item/Articulation Race Game for (R) (S) (l) & (f) or any sound in need of correction.

Cost/Under $.10

Purpose/To provide activity that will enable the child to produce the phoneme misarticulated in words and isolation

Instructions/children have markers that they place at the beginning of the game. Each child rolls the dice or whatever object used in order to see how many spaces they can move. As they move, they say the phoneme and the picture. If they make an error, they lose that turn and go back to where they were. The winner is the first child to finish.

Type of children/Children from first through third grade with articulation disorder.

Construction materials/A manila folder and many different colors of magic markers. Also a spinner, dice or some object with numbers

Construction/Two inch circles are drawn in some order that would provide a progression from start to finish. Inside each circle, draw a picture of an object that has the phoneme that is being corrected. Between each circle, write the phoneme. There are approximately 29 circles on each folder.

Name/Linda Priebe
229 Indian Trail
Algonquin, Illinois

School/Oak Ridge School
Lake Marion Road
Carpentersville, Illinois 60110

Position/Speech Clinician

Name of item/Day Sticks

Cost/Not available

Purpose/To be used to more clearly familiarize the student with the names of the days of the week and to learn the order in which the days occur—when one day is finished, the next day comes. The sticks can be turned over when discussing that one day is finished.

Instructions/Can be used in a group to show that all days together = 1 week. Can be used separately for reading the words and in a line to learn the order the days come in. Can match big to little sticks according to words.

Type of Children/Language impaired and hard of hearing children, ages 6-8 at 1st, 2nd, and 3rd grade levels.

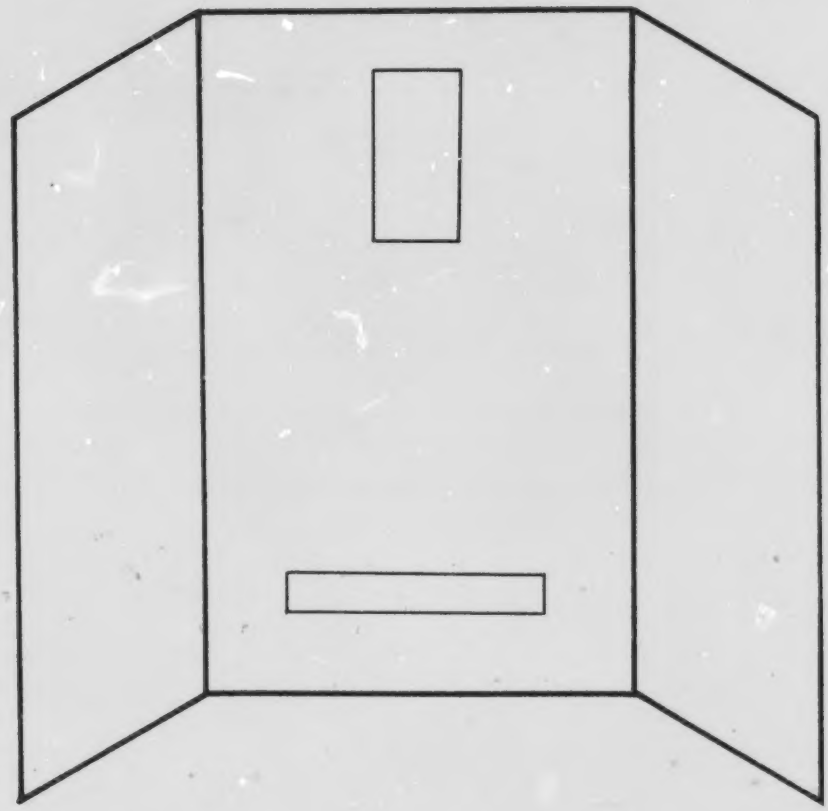
Construction materials/Popsicle sticks and tongue depressor sticks

Construction/Write the name of each day on a separate stick.

Name/Mrs. Karen Nelson
Arrowhead Apts. #56
Algonquin, Illinois

School/Dundee Highlands
Community Unit School
District 300
Dundee, Illinois 60118

Position/Hard of Hearing Teacher



Name of item/Teacher's Cardboard Helper

Cost/Free

Purpose/Teaching aid for use in math or reading

Instructions/One child sits on one side of device and another on the other side. The "teacher" has a stack of either math flash cards or reading words which he holds up one at a time in a large window for the other child to see. If the "student" responds correctly, the "teacher" passes a green slip of paper through the slot at the bottom of the device. If the response is not correct a red slip is passed. This procedure is used for each one of the flash cards. Tabulation at the end of the activity will show how many responses were correct or incorrect. The the children change places.

Type of children/Primary EMH

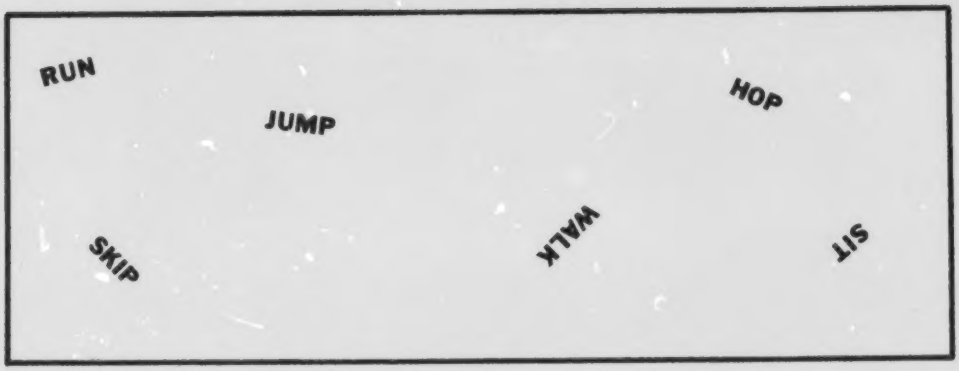
Construction materials/Cardboard refrigerator box, sharp knife

Construction/One side is cut from a refrigerator box leaving one full side and 2 "wings"—which can be cut in half. A window is cut from the full side about halfway up and a small slot at the bottom of the same side is also cut.

Name/Sandra G. Voorhees
729 S. 5th Street
Princeton, Illinois 61356

School/Jefferson School
W. Putnam Street
Princeton, Illinois 61356

Position/EMH teacher



Name of item/Plastic mat with paper mache words (or sandpaper)

Cost/Few dollars, maybe 5

Purpose/To help several children or individuals with spelling or reading words which are difficult for them.

Instructions/Sentences telling directions are written on the board. Example: Johnny, walk to the door please. Ron, clap like I do. Mark, crawl with one leg and one arm on the board. Cindy, look at the pencil please. A child reads one sentence and does what it says. Then the child underlines the action word the teacher says. A child finds the word on the mat and then gets into a position so he can trace the word with his finger or another part of his body such as his elbow. First, though, the child is to look at the word while he hears it being said on tape. The child then says the word with the tape while the child looks at the word. The child traces the letters with his finger while the voice gives the sounds for the letters in a slow and rhythmic way. After the child sounds out the word while tracing it, he says the whole word correctly while looking at it. A child can show the movement. Other children can show a variation of the activity by changing the speed, direction, position, etc.

This can be used to help each child with the word he is having the most trouble with. Through this, many of Dr. Kephart's ideas included. For the word walk, the balance board can be used. For the word look, a short ocular pursuit can be done.

Using your imagination, you will find many ways to use the mat and action words. Children can match stick figures or magazine pictures to the words independently.

Type of children/Recommended for primary EMH

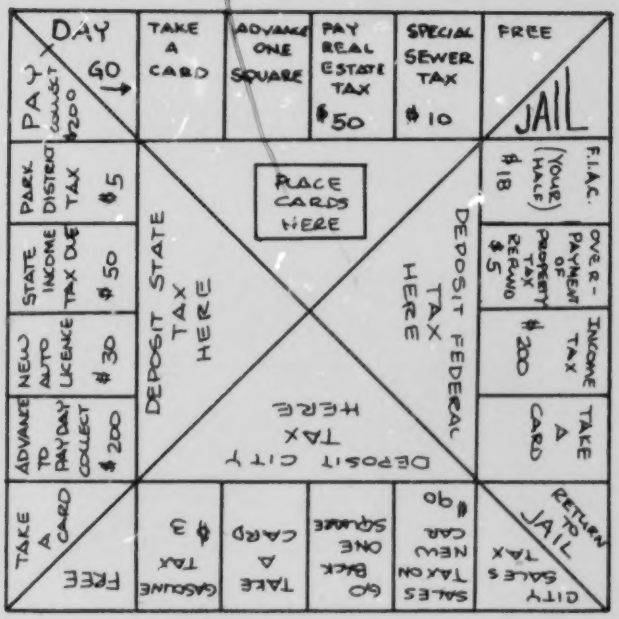
Construction materials/Long plastic mat, paper mache or sandpaper. Each child can make a word. Teacher would need to write words where want them.

Construction/Idea of Long (several feet)

Name/Mrs. Jean Stark
303 East Second
Dundee, Illinois

School/Meadowdale
Ash Street
Carpentersville, Illinois

Position/Teacher of mentally handicapped



PLAYER ROLLS DICE, MOVES FOWARD ON BOARD. FOLLOW DIRECTIONS IN SQUARE. BEFORE BEGINNING GAME AT LEAST $500 IN PAY MONEY IS DISTRIBUTED TO EACH PLAYER. PLAYER MUST DECIDE WHICH AGENCY TO PAY TAX- IF WRONG, HE GOES TO JAIL FOR ONE TURN. SEE NEXT PAGE FOR BONUS CARDS.

Name of item/Tax Game

Cost/$.25 (unless hard board is used)

Purpose/To reinforce tax concepts—to whom tax is paid—use of tax money.

Instructions/To be played by 2 to 4 high school students—Much like monopoly—using dice to advance markers on board. Follow board instruction.

T.M.H. Coordinator

Type of children/High School—Jr. & Sr.—E.M.H.

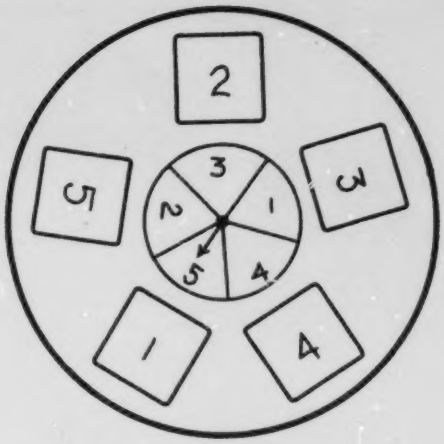
Construction materials/Tagboard—poster board or hard board, dice, and play money

Construction/See photo

Name/Dea Boker
1526 Sara #3
Pekin, Illinois 61554

School/Tazwell—Mason Co. Special Ed. Assn.
Box 958
Pekin, Illinois 61554

Position/E.M.H.—T.M.H. Coordinator



Name of item/Game Table

Cost/$2.00 or less

Purpose/Group can fit more comfortably around the game 3 dimensional instead of flat

Instructions/Spin the spinner. Go to the pile of cards with that number. Draw a card. Follow directions on card. (Could be a math problem, 2 or 3 short directions, say a word that begins with the sound of the letter on card)

Type of children/Primary slow learners

Construction materials/One spool from wire or cable about 20" in diameter, spray paint, a spinner (can be purchased 3/$1.00 Contemporary Complements Inc., P. O. Box 3713 Urbandale Station, Des Moines, Iowa 50322)

Construction/Spray paint spool. Cover one end with cardboard. Glue paper to cardboard. Could use contact paper. Place spinner in middle. (See diagram at bottom) This is how top of game table looks. Make cards to go on number squares. Cards should have a number (1-5) on one side. Write whatever you like on the other side. Makes flash card work much more fun!

Name/Sue Luchsinger
104 Amarillo
Carpentersville, Illinois

School/Central Elementary
131 Paddock
Crystal Lake, Illinois 60014

Position/Special Education Teacher
(primary slow-learners)

Name of item/Number Relation

Cost/$.00–$.50

Purpose/To teach number relationship and sequence.

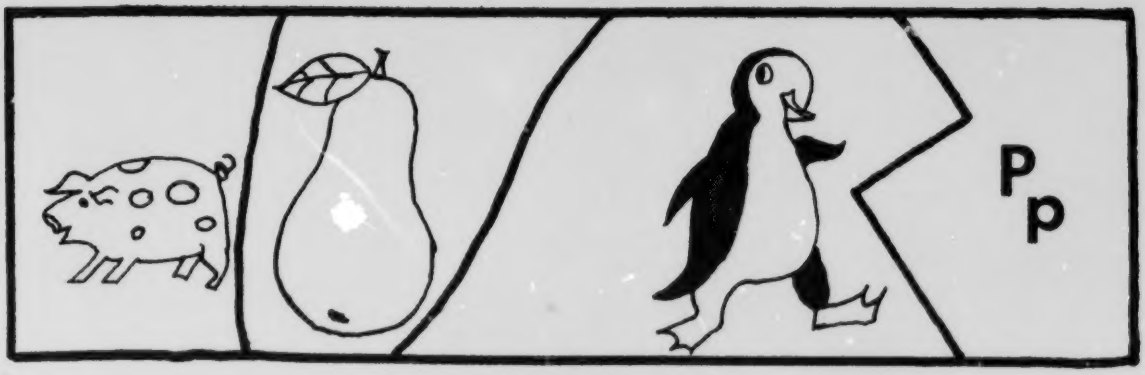
Instructions/Student fills in blank space with the appropriate numeral

Type of children/All types at primary level

Construction materials/Markers and cardboard

Construction/Not available

Name/Kathy Jones



Name of item/Beginning Sound Puzzle

Cost/$.25

Purpose/To teach phonics—beginning sounds.

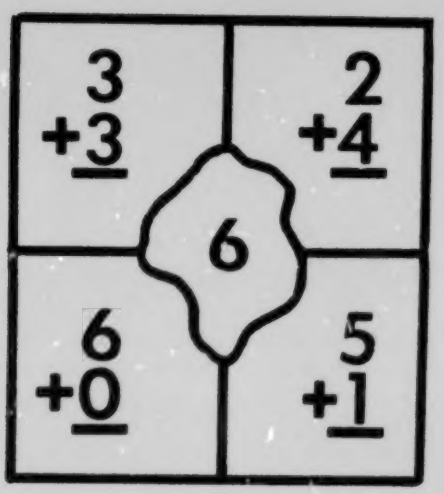
Instructions/Put the pieces together with the same beginning sounds.

Type of children/All types—primary

Construction materials/None cardboard pictures

Construction/Pictures drawn or pasted on cardboard

Name/Julie Cornelis



Name of item/Number puzzle

Cost/$.25–$.50

Purpose/To teach addition, subtraction, etc.

Instructions/Put the pieces together with the correct answer

Type of children/All types primary level

Construction materials/Markers, cardboard

Construction/Math problems written on carboard and cut out as a puzzle.

Name/Marsha Rust

Name of item/Tower for study

Cost/$5.00 or under

Purpose/To sit in to read or as a privilege for knowing facts.

Instructions/Free time—reward activity

Type of children/K-2 Special Education

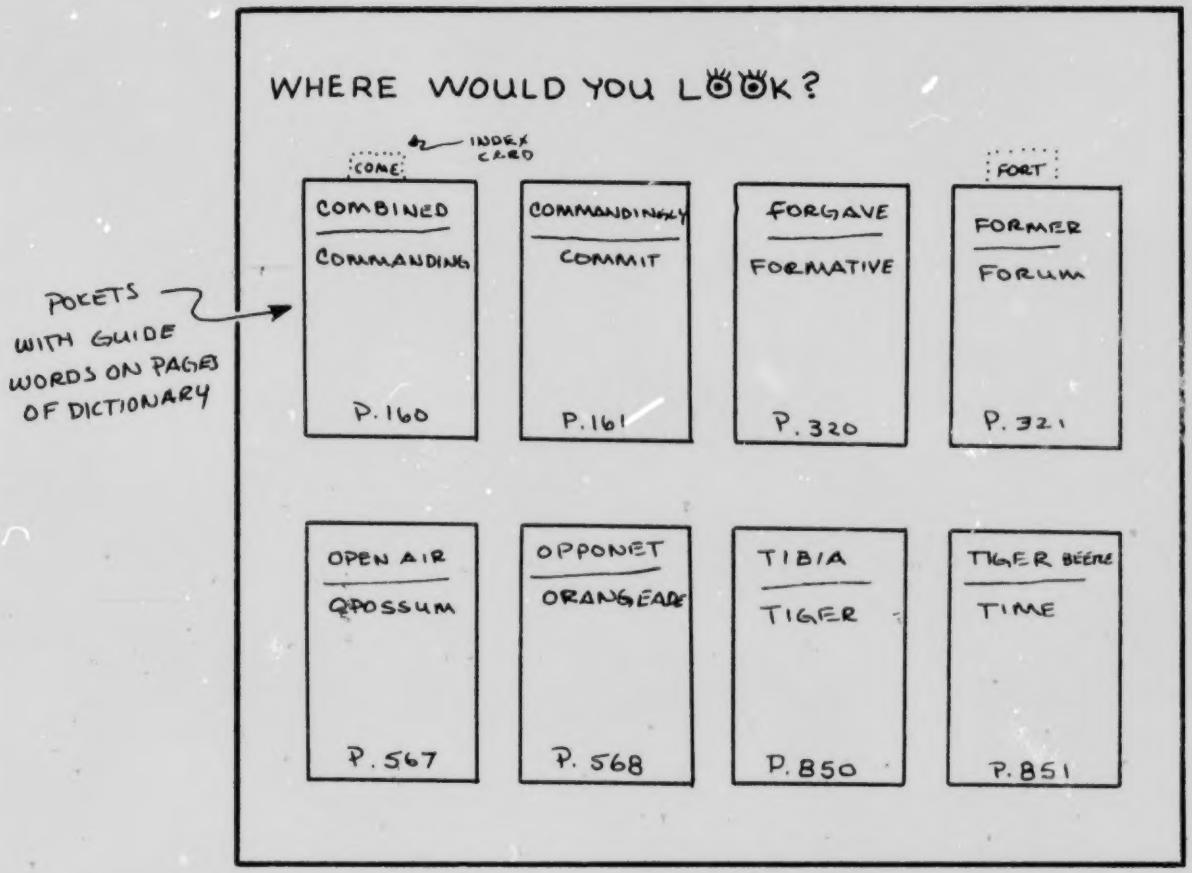
Construction materials/Large soap barrel, white paper (roll) spray paint, construction paper

Construction/See photo

Name/Sister Gemma Hellmann
Box 66
Ruma Red Bud, Illinois

School/St. Patrick
Box 67
Ruma Red Bud, Illinois

Position/Principal and
Teacher 5-6-7-8



Name of item/Guide Words Game

Cost/$.50

Purpose/To teach dictionary skills, specifically the use of guide words in locating entry words.

Instructions/May be played by an individual child or by small groups. Index cards with entry words printed on them are placed in the proper pockets. according to guide words.

Type of children/I am now using it with 3rd grade children. (Could be used with older children who need practice in this skill.)

Construction material/Poster board, index cards, felt tip pen, glue, tagboard.

Construction/Glue 8 tagboard "pockets" on large poster board. Pring guide words from a page in a dictionary on each pocket. On index cards print entry words that are found on each of the pages used. (See diagram on back.)

Name/Judith Leimbach
904 S. Greenwood
Wheaton, Illinois 60187

School/Briar Glen
1800 Briarcliff Blvd.
Wheaton, Illinois 60187

Position/Teacher

Name of item/Brian and his Pets and Pals, books, cards.

Cost/$3.00

Purpose/To motivate child with C.P. and help him to learn to read. Regular books with small print have not been successful.

Instructions/This is to be used as reading and enrichment material for high interest level low ability student with cerebral palsy.

Type of children/5th grade, C.P. child, boy, who has not been successful in reading.

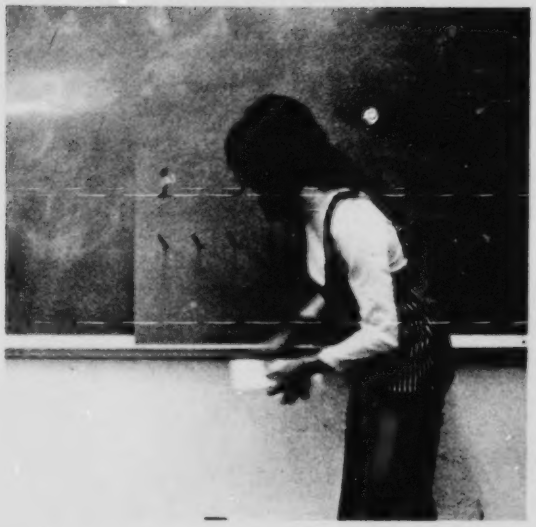
Construction materials/Sketch book, colored markers, game boards, tagboard for flashcards, cassettes to tape stories.

Construction/A large sketch book was used to print stories in large type with illustrations; flashcards of new words and games.

Name/Nancy Hestand
Rural Route #2
#6 Fairway Vista Estate
Murphysboro, Illinois 62066

School/Christopher Elem. School
501 South Smider
Christopher, Illinois 62822

Position/5th grade slow learners class



Name of item/Ring-a-word

Cost/$2.30

Purpose/The game was designed to develop a sufficient sight vocabulary for reading through practice.

Instructions/Sight vocabulary words are placed in piles under the numbers from the easiest to the hardest. The child is given three rings and must ring a peg. When he does if he says the word correctly he receives the points.

Type of children/The game can be used on any early elementary school age child with a reading disability.

Construction materials/A 2' by 2' plywood board with five wooden pegs extending from it. The numbers 1 through 5 above the pegs and rings to be tossed. Sight vocabulary words are placed in piles on index cards.

Construction/See photo

Name/Pam Webber
301 Eason Drive
Apt. 1
Carbondale, Illinois 62901

School/Southern Illinois
Special Ed. Dept.
Carbondale, Illinois 62901

Position/Graduate Student

Name of item/Bingo type objects game

Cost/About $.12 for one card

Purpose/To teach vocabulary on any level desired.

Instructions/Children place small toys on cardboards, which is divided in sections, which name the toys in a container.

Type of children/Children on any reading level can use it but it can be geared to the slow learner.

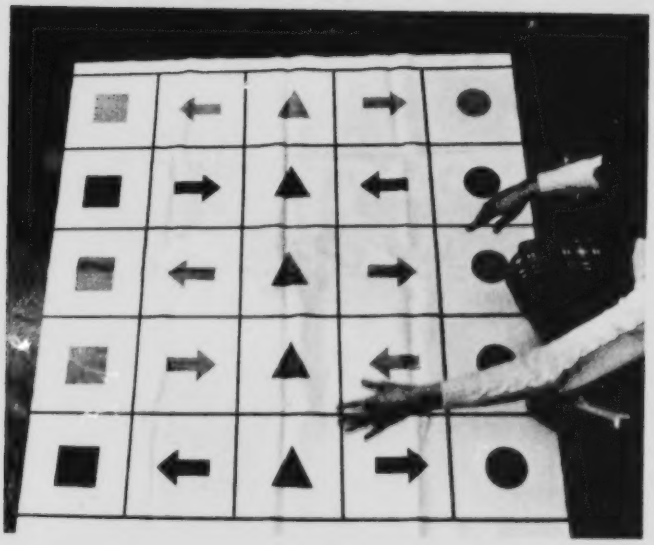
Construction materials/Just a bag of small toys which can be purchased at any dime store.

Construction/See photo.

Name/Mrs. Evalyn A. Carlson
416 Genoa St.
Cherry Valley, Illinois

School/Rocks Cut
Forest Hills Road
Rockford, Illinois 61111

Position/First grade teacher
(team leader)



Name of item/Grid Mat

Cost/$3.12

Purpose/The grid mat is designed to develop the gross motor activities of jumping and throwing. The patterns on each square are to reinforce the concepts of directionality and color as well as shape.

Instructions/Mat is laid flat on the floor and is used for jumping, throwing, and following directions activities. Child is given verbal directions on where to jump or throw.

Type of children/A six-year-old hyperactive boy who has just been taught his colors and directions used it successfully.

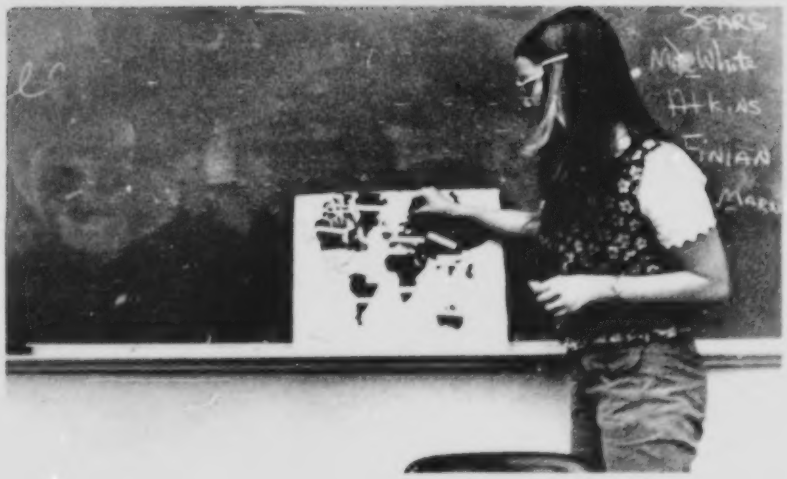
Construction materials/This material was made using vinyl cloth and plain color contact paper.

Construction/The mat is divided into 25 10" squares. Five colors of contact paper are used and five designs are made from each color: circle, square, triangle, left arrow and right arrow. Each design is placed in one square. The squares are made from lines drawn with black magic marker.

Name/Katherine Lee
221 E. Vermont
Camp Point, Illinois

School/Southern Illinois University
Carbondale, Illinois 62901

Position/Senior—Special Education for Emotionally Disturbed and Learning Disabled Children



Name of item/World Map Put-together

Cost/$1.00

Purpose/Practice in placing and naming the various geographic areas of the world.

Instructions/Child is instructed to place the various continents properly on the styrofoam to form a world map, and then to place labels on appropriate areas.

Type of children/Emotionally disturbed, 6 year old

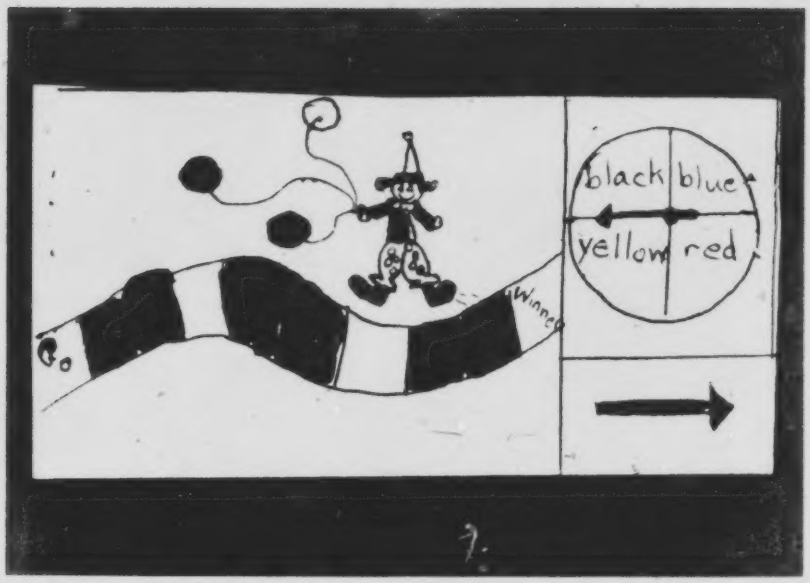
Construction materials/Piece of styrofoam, cardboard, tempra paints

Construction/Various countries of the world are traced, transferred to lightweight cardboard, cut out and painted.

Name/Jean Hendrickson
411 West Main Apt. F

School/Southern Illinois University
Carbondale, Illinois 62901

Position/Student
Special Education Major



Name of item/Color Word Game

Cost/not available

Purpose/To learn to read color words.

Instructions/The child spins the arrow of the spinner. When it stops on a color word, the child reads the color word. He moves his marker to the 1st color box that was read.

Type of children/Primary E.M.H.

Construction materials/Poster board, colored markers for each child.

Construction/See photo.

Name/Nancy Kopman
595 Gunderson
Carol Stream, Illinois

School/Meadowdale
Ash Street
Carpentersville, Illinois

Position/Teacher of Primary E.M.H.

Name of item/The Board of Education

Cost/$5.00

Purpose/The board may be used for problems in reading, spelling, and arithmetic. Consonant and vowel sounds are easy to work out with the use of the board.

Instruction/Set the board on a desk and hook letters on the board. Place a word on the board such as "mad" which the student can sound out. Then add to the word an "e" to make the word "made". The child must then change the vowel sound.

Type of children/Special education children—the emotionally disturbed, 9 to 12 years of age.

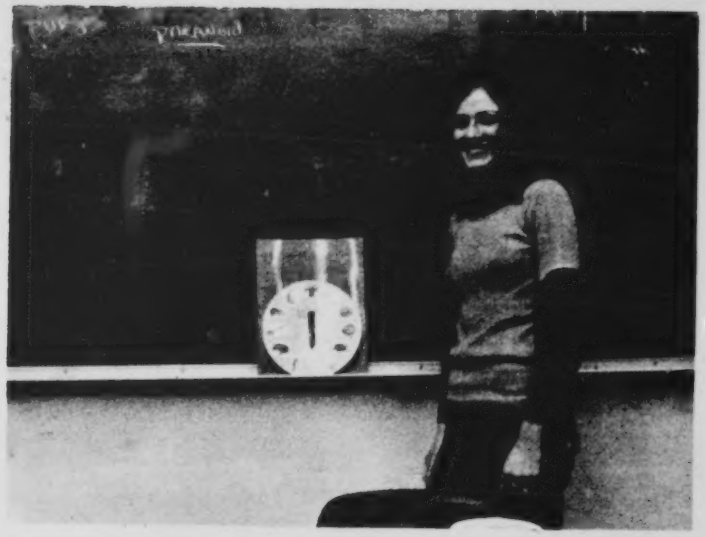
Construction materials/A 15 inch board, 12 hooks, letters of the alphabet, poster board, paper puncher, and varnish

Construction/I selected a 15" by 5" board on to which 12 brass hooks were attached. A 3" by 5" stand was attached to the back of the board to maintain it in an upright position. Varnish was applied to the board. 1" letters were applied to 1" by 1¾" poster board; holes were punched out.

Name/Melita Becker
Route 1—Box 154
Iuka, Illinois 62849

School/Southern Illinois University
509 S. Ash, #9
Carbondale, Illinois 62901

Position/Student, Senior status



Name of item/Vowel-Go

Cost/$2.00

Purpose/To show the child that learning vowel sounds can be fun and to increase his recognition of different vowel sounds.

Instructions/Child spins the wheel and names the word represented by the picture where the spinner lands. He then names a word on his card which contains the same vowel sound as the pictured word. He markes it with a piece of surgared cereal, and the other players continue with their turns in the same way. If a child cannot find a word to match the one he spins, the next player takes his turn. The first child to correctly name and cover four words in a row (horizontally, vertically or diagonally), shouts "Vowel-Go" and wins the game. As a reward, he gets to eat the sugared cereal he has used as markers.

Type of children/A 10-year old emotionally disturbed child with a reading disability

Construction materials/Different colors of posterboard, laminating film, felt-tip pens of different colors.

Construction/There is a laminated spinner wheel with pictures of familiar words containing one vowel sound, pasted around the posterboard wheel. Large posterboard cards of different colors have words containing one vowel sound printed on each of 16 squares (4 x 4). At least one word on every playing card matches each vowel sound represented on the wheel. (cards are laminated).

Name/Debbie L. Morse
311 Lincoln Street
Henry, Illinois 61537

School/Southern Illinois University
504 S. Rawlings St.
Carbondale, Illinois 62901

Position/Student

Name of item/Letter Recognition Grid

Cost/$6.50

Purpose/To reinforce letter recognition and their sequence in words.

Instructions/Spin the word wheel; have the child say the word if he can, otherwise, say each individual letter; place the correct letters in the appropriate sequence on a felt board and then jump them out on the grid.

Type of children/Emotionally Distrubed children males, age 10, approximately 2nd and 3rd grade level.

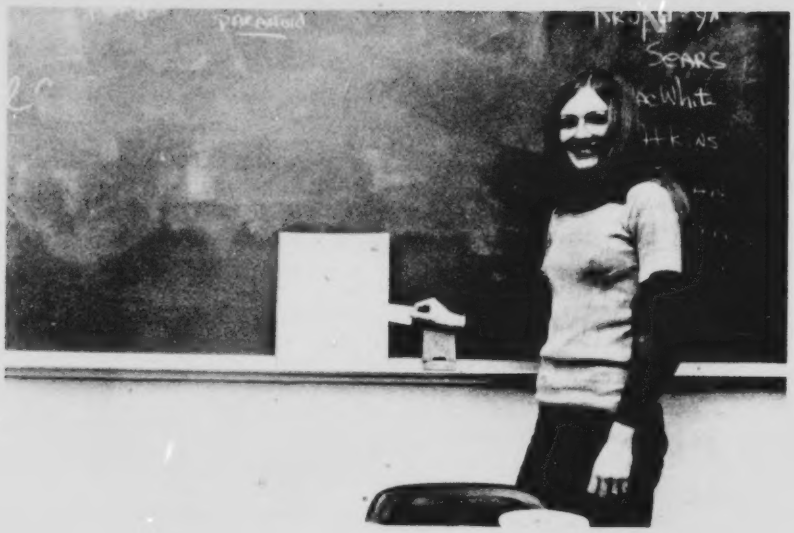
Construction materials/6 ft. by 4½ ft. of Naugahyde (any color), clear plastic (same size as the naugahyde), 2 different colors of plastic tape, cardboard, felt.

Construction/See photo

Name/Kathy Sikora
2331 W. Cullerton St.
Chicago, Illinois

School/Southern Illinois University
906 S. Elizabeth
Carbondale, Illinois 62901

Position/Student in Special Education for the emotionally disturbed and learning disabled.



Name of item/Fungo

Cost/$1.00

Purpose/To increase the child's vocabulary and to provide practice for words a child usually has trouble with.

Instructions/A card is drawn from the wordbox by the child. He reads it aloud, e.g. "U-ther" if any player has the word "there" under the U column on his card, he must say the word and then mark it. The first player to correctly fill up a line with markers says "FUNGO" and wins the game.

Type of children/A 10-year-old emotionally disturbed boy with reading difficulty

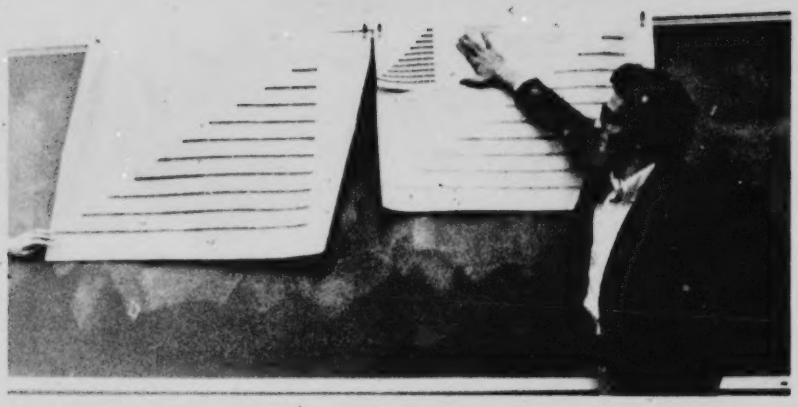
Construction materials/Posterboard, construction paper, felt-tip pens, laminating film, and an empty dispenser-type box from foil-wrapped Alka-Seltzer

Construction/Large cards are made from posterboard and divided into squares (5 x 5). Words to be used are printed in each of the squares, and the cards are then laminated. Across the top for column headings are printed the letter F-U-N-G-O-. The empty Alka-Seltzer box is covered with construction paper (except for dispenser opening), and "FUNGO Wordbox" is printed on it. Small cards are made with letters and words from the large cards printed on them. They are placed in the box so that they can be removed, face down, from the box.

Name/Debbie L. Morse
311 Lincoln St.
Henry, Illinois 61537

School/Southern Illinois University
504 S. Rawlings St.
Carbondale, Illinois 62901

Position/Student



Name of item/Teaching basic multiplication facts

Cost/$10.50

Purpose/To make multiplication meaningful to the child through pictorial representation of the Cuisenaire Rods which is used before the presentation of the pictorial stage, and smooth transfer to symbolic level.

Instructions/The child is presented one of the graphic papers containing pictorial representation of Cuisenaire Rods for multiplication facts for one of the numerals, e.g. 2. Next to each set of rods representing a multiplication fact is a sentence stating the multiplication fact with product e.g. five 2's are equal to 10, then the child is required to write the product symbolically e.g. 5 x 2 = . . .

Type of children/Emotionally disturbed child, primary level, 11-year old boy.

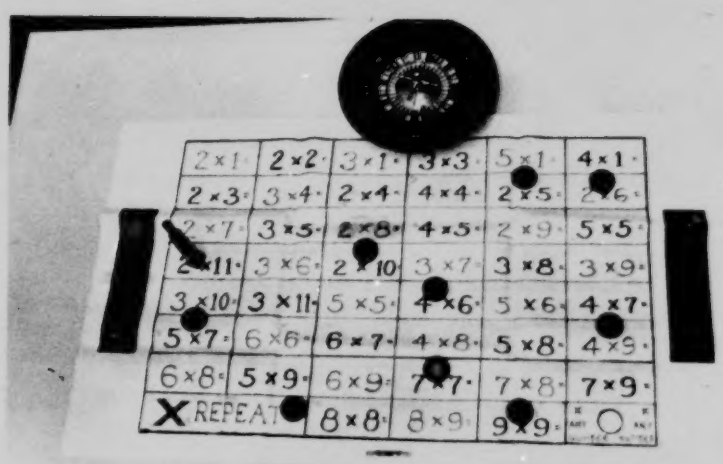
Construction materials/Graphic papers of different sizes as they fit to represent the exact size of Cuisenaire Rods as they represent multiplication facts from 2's to 9's. Magic markers with the same color as the color of the rods.

Construction/For each multiplication fact there is a picture of rods with the same color and the same size e.g. 3 x 2 has the picture of 3 red rods put together in horizontal position. Next to each pictorial representation of a particular multiplication fact there is a sentence the numerals are given without the product and the child is asked to give the product e.g. Three 2's are equal to 6 or 3 x 2 = . . .

Name/Nooreddin Rahmanian
B11 Apt. 1-A Brookside Manor
Carbondale, Illinois 62901

School/Southern Illinois University
Carbondale, Illinois 62901

Position/Graduate Student



Name of item/Multiply-it

Cost/From three to twenty dollars, depending upon whether one has the reusable equipment

Purpose/The purpose is to provide high-interest with the exercise of memory drill, for Emotionally Disturbed youngsters. It is a review essential prior to introducing them to division.

Instructions/Same as for roulette, except that one of the two student players must follow the last product combination found on the table cloth, with the repeater. This process requires memorization of the multiplication facts. Rewards or privileges accompany the removal of the five chips from winning combinations.

Type of children/Nine and ten year-old Emotionally Disturbed children.

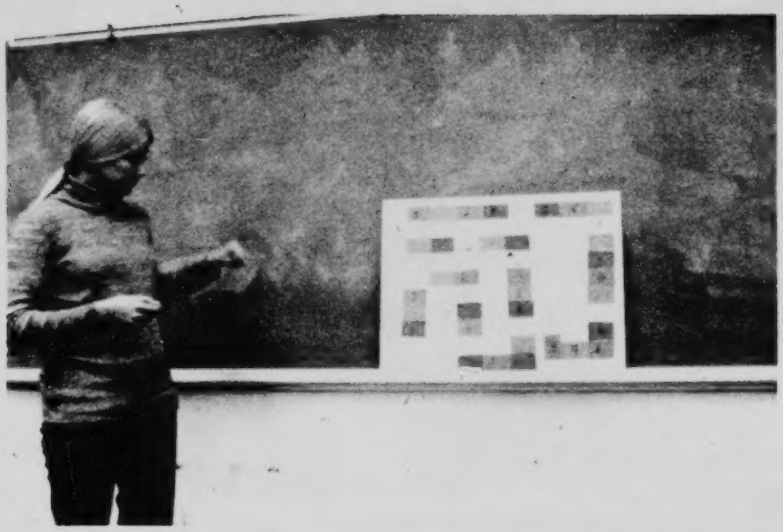
Construction materials/Used roulette game, white vinyl or cloth material, colorful markers, and a small plastic stencil marker gun. Removable discs with 38 numbers may be substituted for the products adjacent to the wheel, if one does not have the stencil gun.

Construction/Essential facts are elicited from all of the multiplication tables up to nine times nine, and placed on the roulette wheel. The combinations are then placed upon a small table cloth, where each student may select five choices with his color of markers, or chip. The chips are removed if he recognizes his winning combination, and a prize or reward token is placed within sight, for visual re-enforcement of his attention and efforts with the mathematical exercises.

Name/Fred Evans
1611 West Taylor Drive
Carbondale, Illinois

School/Carbondale Community High
300 North Springer
Carbondale, Illinois 62901

Position/School Psychologist



Name of item/Math Game

Cost/$3.00

Purpose/To familiarize the child with his multiplication tables and his addition and subtraction problems.

Instructions/The child moves his piece around the board, when he lands on a number he directly goes to a pile of cards containing the same number and works out the problems, then continues.

Type of children/Emotionally disturbed and third grade level.

Construction materials/Poster board, construction paper, dice, and movable pieces

Construction/Pieces of construction paper are placed on the poster board in a path-like form. Some of the pieces are numbered and correlated to a pile of cards. There are six piles containing six cards each. All of them having number problem written on.

Name/Carol Pelt
7041 Ottawa
Chicago, Illinois

School/Southern Illinois University
701 East Grand
Carbondale, Illinois

Position/Student

Name of item/Visual Pursuit Wheel

Cost/$2.50

Purpose/The purpose of this item is to establish ocular control through matching the action of the eye to the movement of the hand; the hand being brought into the training task.

The child maintains smooth, accurate visual contact with a moving object—visual pursuit.

Instructions/The instructor spins the top disc at a speed appropriate to the child's ability. The child is given one marble at a time at first, and tries to place the marble in the color coded hole. Once the child achieves this, he proceeds, dropping the remainder of the marbles in the corresponding holes.

Type of children/This item was used with a ten year old emotionally disturbed boy in training of ocular control. It was also used with other children in three other areas of training:

a) fine eye-hand coordination
b) color discrimination
c) form discrimination

Construction materials/The item is made from a "lazy susan" consisting of two wooden discs, 19" in diameter and 1½" in depth.

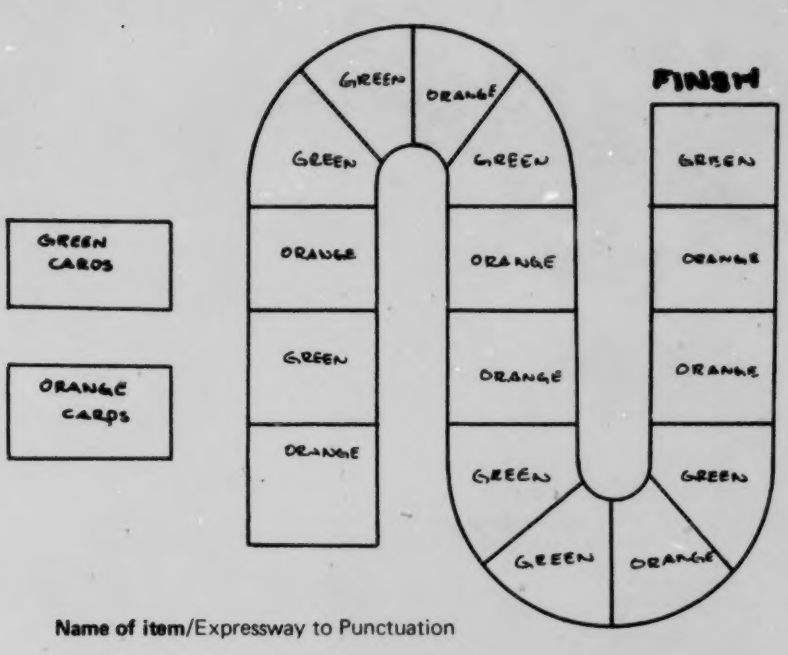
Five different colors of contact paper is needed, and ten marbles, with corresponding colors.

Construction/The bottom disc is used as a base, which remains motionless on the floor. The top disc is free to go around when spun manually by the instructor. Ten one inch in diameter holes have been drilled into the face of the top disc. Each hole centers a geometric form. There are five different forms (circle, square, diamond, triangle, and hexagon) and five different colors. No one form is the same color. (See diagram) A set of ten marbles of corresponding colors is included with the device. (Two of each color—yellow, white, black, green, and red).

Name/Patricia A. Purvin
463 Loudon Road
Riverside, Illinois

School/Southern Illinois University
500 South Wall Street Apt. 3
Carbondale, Illinois

Position/Graduate student in Special Education, Learning Disability speciality



EXPESSWAY TO PUNCTUATION

Name of item/Expressway to Punctuation

Cost/$1.00

Purpose/To develop the skill of using correct punctuation and voice inflection

Instructions/Begin at starting point. When a person lands on a green space, he draws a green card. He must supply the correct punctuation mark. If you land on an orange space, you draw an orange card and make up a sentence.

Type of children/A 10 year old male child who is enrolled in an E.D. class

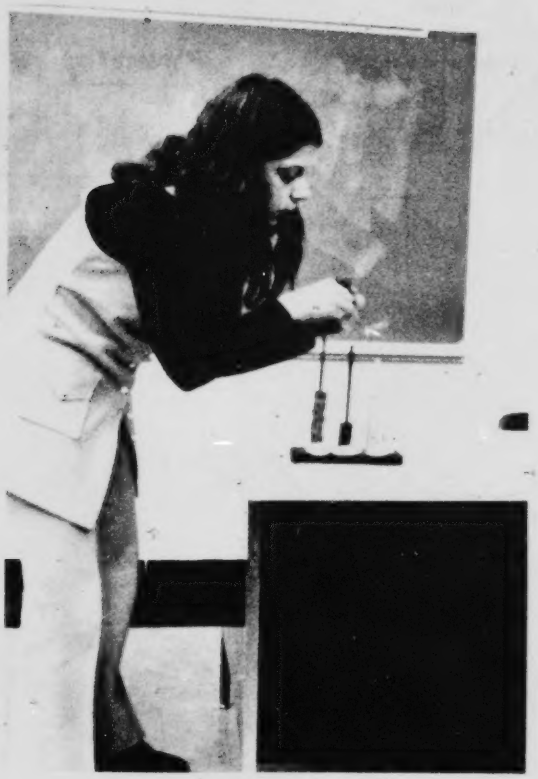
Construction materials/Posterboard, felt pens, pictures, and lamination.

Construction/Game board is made of posterboard. Felt pen was used to draw the game. A spinner was made also, of posterboard.

Name/Patricia Johnson
Box 158
Taylorville, Illinois

School/Southern Illinois University
701 East Grand 12C
Carbondale, Illinois 62901

Position/Student – Tutor



Name of item/Counter for mathematics

Cost/$3.00

Purpose/develop concept of place value

Instructions/Show the child the various place values, ones, tens, hundreds—show him how he can make numbers and add or subtract

Type of children/Emotionally disturbed 2nd grade level of math

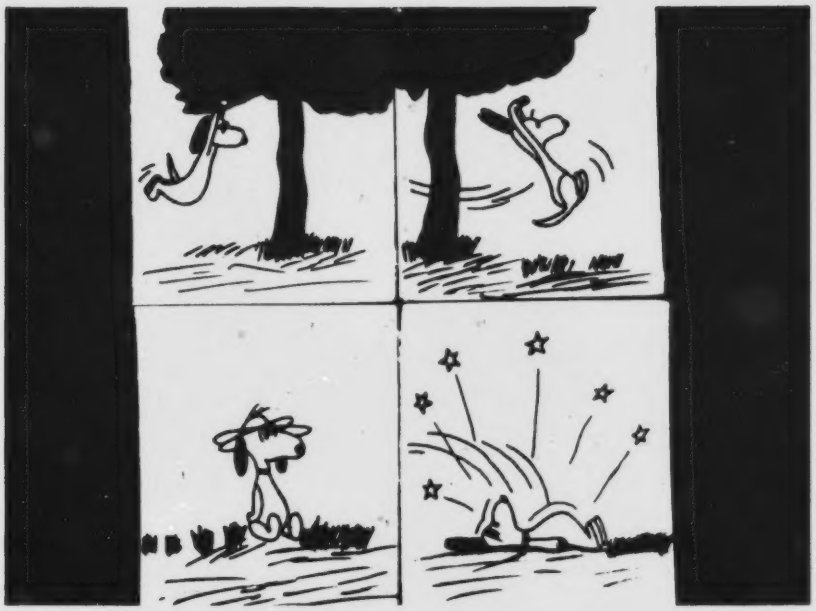
Construction materials/Wood, wooden dowels

Construction/See photo

Name/Barbara Veneris
17017 S. Kalman
Oaklawn, Illinois

School/Southern Illinois University
Carbondale, Illinois 62901

Position/Student



Name of item/Sequencing Game

Cost/$.25

Purpose/Sequencing, Cause and Effect Relationship, Left-to-right movement

Instructions/Put the cards in proper order

Type of children/Behavior Disordered

Construction materials/No special materials needed. Cardb ard and colored markers are good.

Construction/Pictures were drawn on poster board with felt-tipped markers and then lamenated.

Name/Diane Hollwedel
P. O. Box 34
Makanda

School/Southern Illinois University
Carbondale, Illinois

Position/Student–Special Education
Behavior Disorders

Name of item/Math stick puppets

Cost/$.50

Purpose/Meaningful number fact drill

Instructions/This device can be used by individuals or partners. One person puts a pencil through one hole, says the combination and answer. The partner looks on back of the figure and checks the answer.

Type of children/Learning disability and regular kindergarten/1st grade students

Construction materials/tagboard, tongue depression (or ice-cream sticks), felt pen

Construction/Cut animal figures from tagboard, determine the number of holes desired and punch out. Attach figure to tongue depressor, write numeral beneath each hole. Write an operation and numeral (e.g. +3) on front side of tongue depressor. Write the answer beneath each corresponding hole on the reverse side of figure.

Name/Colleen A. Foster
109 N. Maple Street
Mt. Prospect, Illinois 60056

School/Roy School
Rm. 11
533 N. Roy
Northlake, Illinois 60164

Position/A/B teacher
kindergarten

Name of item/Think and Throw

Cost/$3.00

Purpose/To give necessary drill and reinforcement of concepts already introduced in a novel and fun way. Also to give the children an opportunity to practice gross motor activities along with other work.

Instructions/Using different colored bean bags, two children will aim and throw at rectangles on a shuffleboard type game arrangement. At each rectangle is an index card with a word or other stimulus written on it. The child must answer the question posed by the index card to get points for that turn, and the smaller the rectangle, the harder the word, and the more points earned, each turn is worth from 1–4 points.

Type of children/Primary age children in learning disabled programs, can easily be used with other children however.

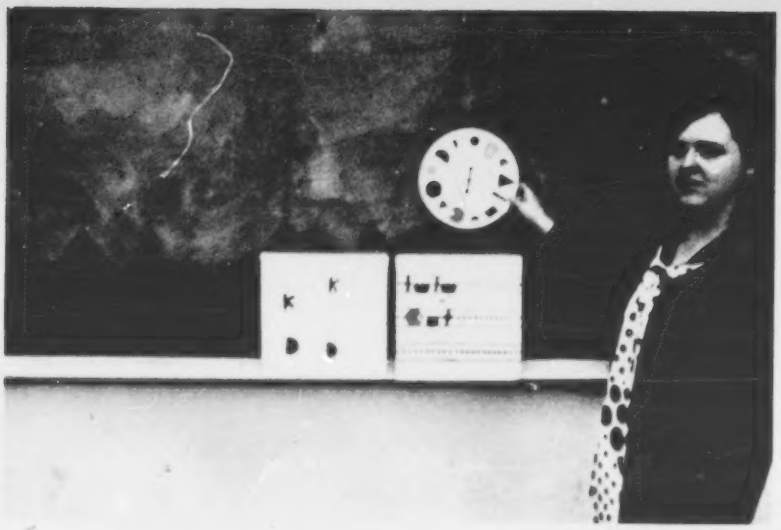
Construction materials/Oil cloth, contact paper, colored tape, bean bags.

Construction/I used a 36" x 54" piece of oil cloth. Using colored tape, I marked off a shuffleboard type organization for the game. Little slits were made in the rectanglar areas to hold small index cards. One card was placed in each area. On the card was written the concept needing drill. The harder concepts were placed in the smaller areas and hence worth more points, up to four. The point value of the different areas is marked on the board. To add color and interest, contact paper letters were arranged around the board.

Name/Mary Beth Poole
125-4 Southern Hills
Carbondale, Illinois 62901

School/Southern Illinois University
125-4 Southern Hills
Carbondale, Illinois 62901

Position/Student in
Learning Disabilities



Name of item/Shape-A-Letter (5 games)

Cost/$3.00

Purpose/Shape-A-Letter, an educational tool used to aid and develop visual memory in children.

Instructions/On the second page.

Type of children/Primary Learning Disabilities children

Construction materials/Shapes--need colored felt; cards—need bristle board and magic markers; flannel boards—need 4 pieces of ceiling tile and flannel.

Construction/Shapes traced and cut out of felt. The cards were cut and magic markers were used to make letters. Flannel boards—ceiling tiles were trimmed, then flannel was stapled on. Then two boards were glued together.

Name/Gale Ann McMahan
206 Forest
Anna, Illinois

School/Jonesboro Cons.
Box 69
Jonesboro, Illinois 62952

Position/Learning Disabilities
Teacher

Name of item/Geodesic ball of letters

Cost/$.50

Purpose/To develop the child's letter identification ability.

Instructions/Child will toss the ball and make a word beginning with the letter on the top of ball when it lands. Also, this is good for letter identification—the child will have to identify the letter on top.

Type of children/Primary L.D. E.M.H. E.D. children

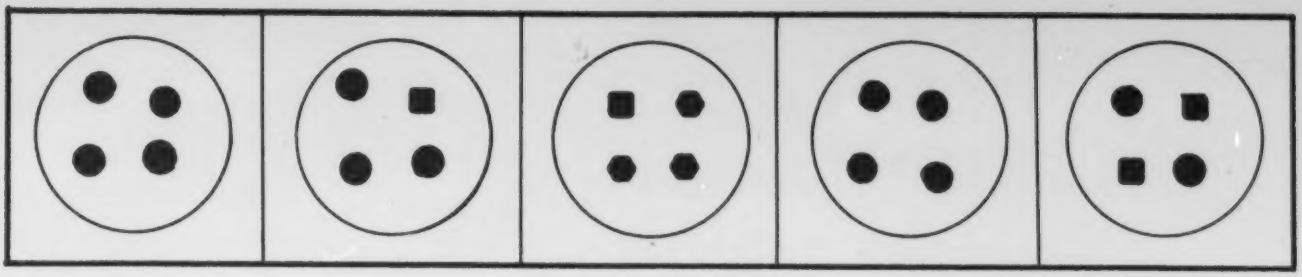
Construction materials/Construction paper, one inch colored letters, glue

Construction/Cut out five triangles of the same size out of construction paper. Glue them together (side of one triangle to side of another triangle) This is one end of ball. Trace the outline of these triangles glued together on a piece of paper and cut out. This will be middle of ball. For the other end of ball, trace the 5 glued triangles and cut out. Glue each part (each 1/3 of ball) together, paste letters on each triangle.

Name/Jody Springer
948 Osterman
Deerfield, Illinois

School/Southern Illinois University
Carbondale, Illinois 62901

Position/Student (jr. in Special Education)



Name of item/Look-alike Pictures

Cost/$.50 for 2 groups of pictures (18" x 4")

Purpose/To develop the child's very fine visual discrimination ability; the ability to match similar objects from a group of very similar looking objects.

Instructions/Look very closely at the pictures in each group and circle only the two picutres that are exactly alike and tell how the others are different from the two (alike ones) that were chosen.

Type of children/Primary L.D. E.M.H. & E.D. children

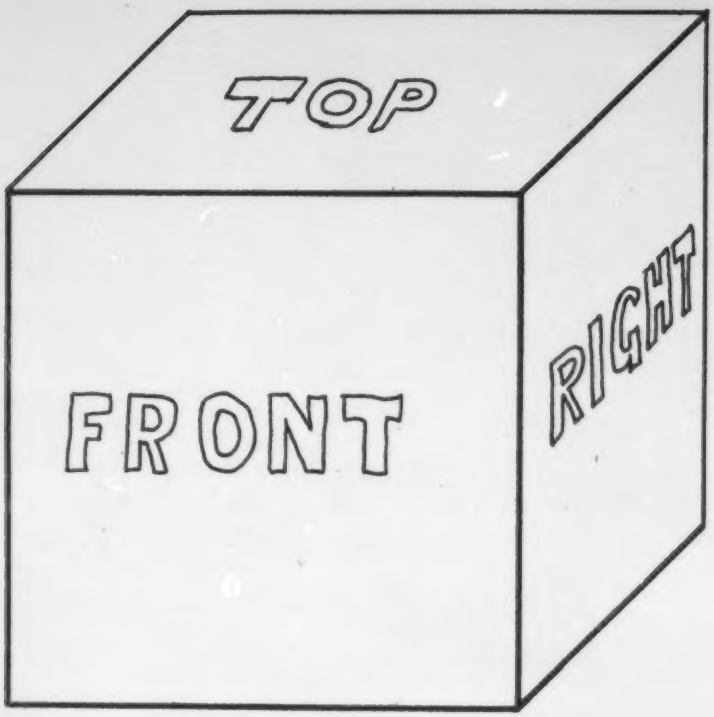
Construction materials/Similar looking pictures or drawing (with 2 of the same picture), notecards, posterboard and laminating paper, grease pencil.

Construction/Place the exact similar and very similar-looking pictures on plain note cards and glue. Then mount these on posterboard and laminate.

Name/Jody Springer
948 Osterman
Deerfield, Illinois

School/Southern Illinois University
Carbondale, Illinois 62901

Position/Student (jr. in Special Education)



Name of item/Position Box

Cost/$.50

Purpose/To develop the child's specific visual quality; concepts of position. This will aid the child's reading readiness ability.

Instructions/Place an object (car, doll, etc.) in various positions in relation to the box (ex: to the left, on top, etc.). Ask the child where this object is (in relation to box) they may also place object where you tell them.

Type of children/Primary L.D. E.M.H. & E.D. children

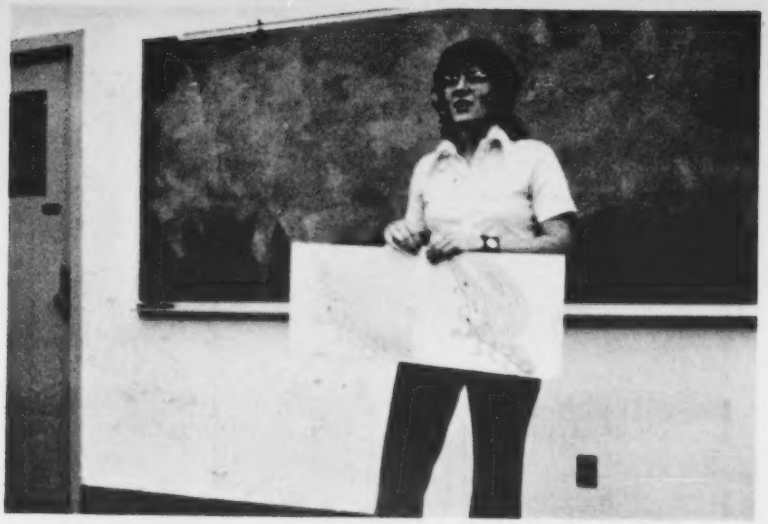
Construction materials/White box (with top), letter stencil, felt pens, and small object such as "Charlie Brown" doll, car, etc.

Construction/Place stencil on each side of the box and write left, right, top, bottom, in, front, and back on the box.

Name/Jody Springer
948 Osterman
Deerfield, Illinois

School/Southern Illinois University
213 West Elm
Carbondale, Illinois 62901

Position/Student (Jr. in Special Education)



Name of item/Arithmetic Coloring Sheets

Cost/Coloring book, crayons, carbon paper, plain sheet and ditto = approx. $1.40

Purpose/1. practice in working addition and subtraction problems 2. matching colors with numbers 3. fine motor-coloring within lines

Instructions/Work arithmetic problems (addition or subtraction) on sheet; look at color code and color each section the color which is next to the number which is the answer to the problem in that section (ex: answer 2 = color red)

Type of children/Learning disabled-emotionally disturbed, age 9-10

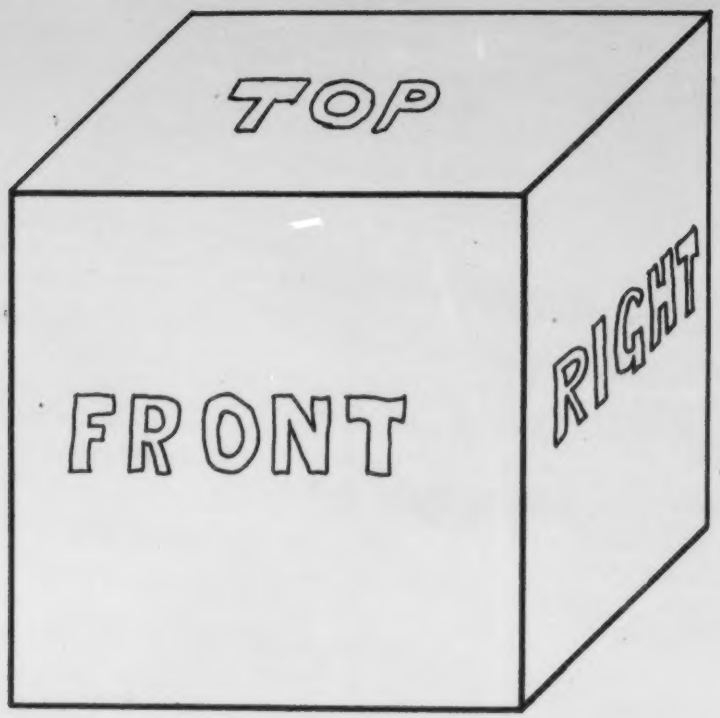
Construction materials/coloring book, ditto masters and/or carbon paper and plain white paper; crayons

Construction/Coloring picture is transferred onto either ditto master or plain paper using carbon paper; math problems are written in various sections of picture; coloring code matching one color with each possible answer is drawn at bottom of page.

Name/Susan Pringle
RR 2, Fairway Tr. Park 15
Murphysboro, Illinois

School/Southern Illinois University
Carbondale, Illinois 62901

Position/Student



Name of item/Position Box

Cost/$.50

Purpose/To develop the child's specific visual quality; concepts of position. This will aid the child's reading readiness ability.

Instructions/Place an object (car, doll, etc.) in various positions in relation to the box (ex: to the left, on top, etc.). Ask the child where this object is (in relation to box) they may also place object where you tell them.

Type of children/Primary L.D. E.M.H. & E.D. children

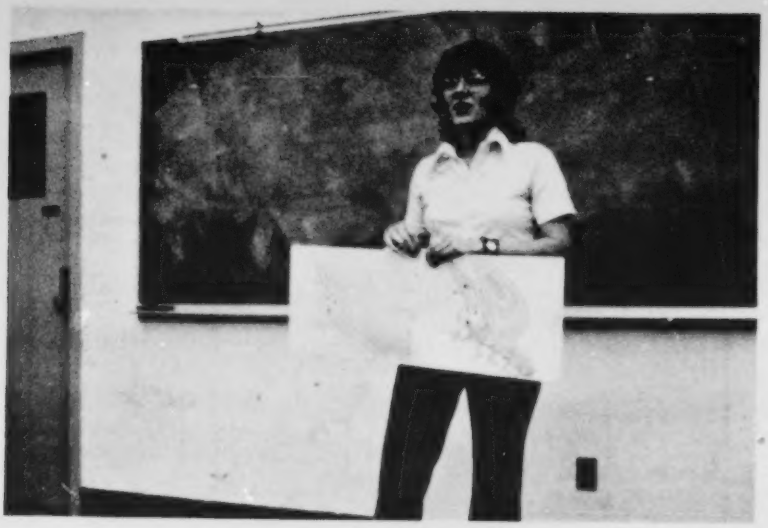
Construction materials/White box (with top), letter stencil, felt pens, and small object such as "Charlie Brown" doll, car, etc.

Construction/Place stencil on each side of the box and write left, right, top, bottom, in, front, and back on the box.

Name/Jody Springer
948 Osterman
Deerfield, Illinois

School/Southern Illinois University
213 West Elm
Carbondale, Illinois 62901

Position/Student (Jr. in Special Education)



Name of item/Arithmetic Coloring Sheets

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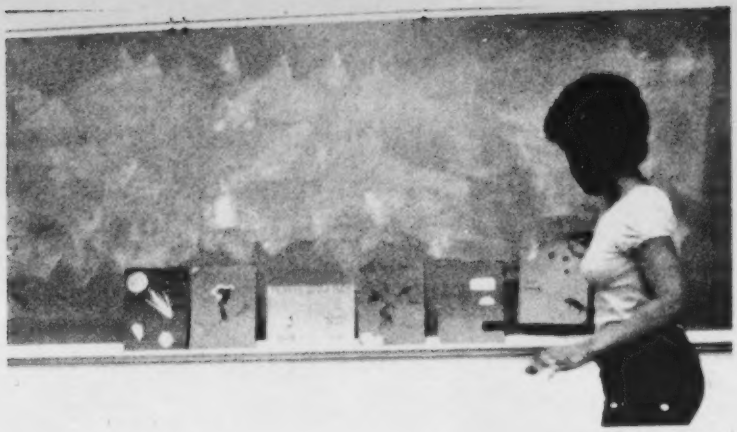
Construction materials/coloring book, ditto masters and/or carbon paper and plain white paper; crayons

Construction/Coloring picture is transferred onto either ditto master or plain paper using carbon paper; math problems are written in various sections of picture; coloring code matching one color with each possible answer is drawn at bottom of page.

Name/Susan Pringle
RR 2, Fairway Tr. Park 15
Murphysboro, Illinois

School/Southern Illinois University
Carbondale, Illinois 62901

Position/Student



Name of item/"Plant and Grow" and "Plant"

Cost/Cost is approximately $2.00. Lamination of the material cost half of this.

Purpose/To increase the sight vocabulary using familiar words, to develop word and picture association, to learn concepts about plants.

Instructions/Use games as review of the concepts that are being taught in science. Posters can serve as instruction sheets.

Type of children/Learning disabled emotionally disturbed children. Their level is about first or second grade.

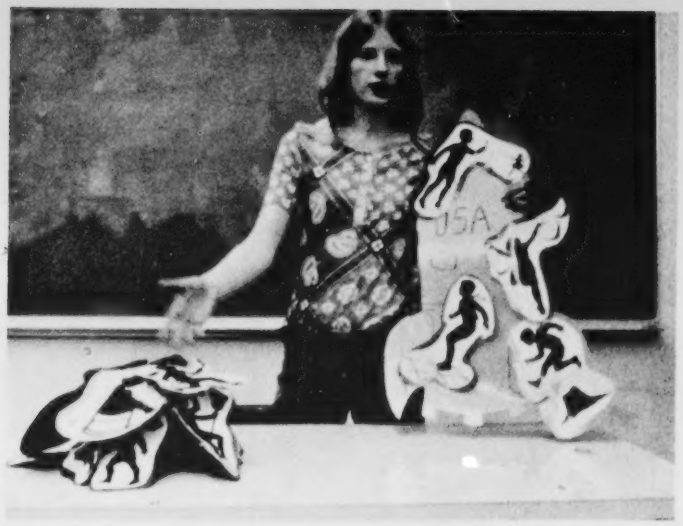
Construction materials/Construction paper, seeds, bulb, magic marker, scissors

Construction/Posters are made for each concept to be taught. Make cut outs for posters or use actual material such as seed for illustration. Cut out small squares and print vocabulary words on them.

Name/Deborah A. Woods
305 East Jackson
Carbondale, Illinois

School/Southern Illinois University
Carbondale, Illinois 62901

Position/Graduate Student



Name of item/Moon Rocks

Cost/$3.25

Purpose/To develop oral language development—speaking in sentence; describing the action in a picture.

Instructions/The child is given a spaceship. The moon rocks have pictures of actions on them. The child takes a rock from the moon and if he describes the action in a sentence, he places his rock on his space ship. If not, he puts his rock back on the moon.

Type of children/Learning Disabled Children with poor language development—Age level: Primary-4

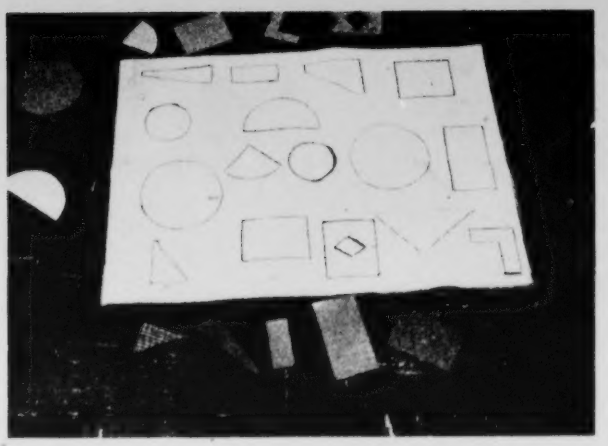
Construction materials/Poster board, rubber ball, construction paper, pictures of actions, laminate (if possible)

Construction/The media is constructed from poster board, construction paper, pictures of actions and a rubber ball.

Name/Kris Karlin
4800 North Ozark
Norridge, Illinois

School/Southern Illinois University
406 South James
Carbondale, Illinois 62901

Position/Student



Name of item/Shape and Form Discrimination Board

Cost/$1.50

Purpose/To assist child in developing visual–motor integration, visual discrimination of form, shape, and color, and to develop vocabulary of colors and shapes

Instructions/Child matches assorted shapes and forms to outlines on large leatherette board

Type of children/Children with difficulties in visual–motor coordination, visual discrimination, and language

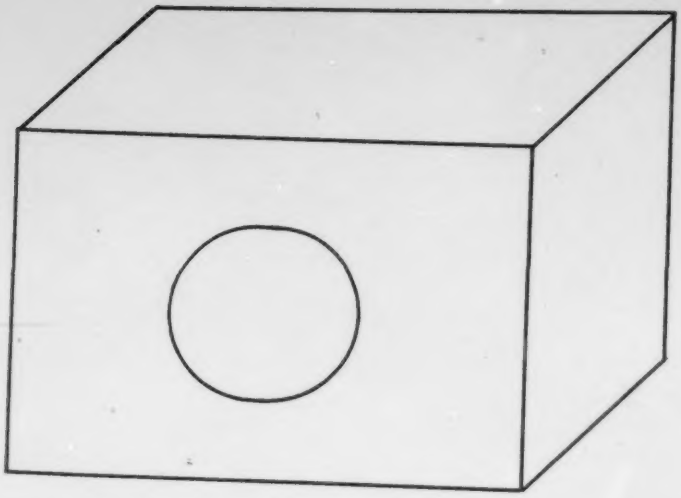
Construction materials/One large piece of leatherette material (white color), small pieces of assorted colors and textures, magic marker, and scissors

Construction/Teacher makes various geometric shapes from colored pieces of leatherette. She then traces around them with magic marker on the other piece of leatherette

Name/Mrs. Barbara Lowenthal
299 Leslee Lane
Highland Park, Illinois

School/Mark Twain
515 Merle Lane
Wheeling, Illinois 60090

Position/Pre-school Teacher of Handicapped Children



Name of item/What am I

Cost/None

Purpose/Stimulate language—improve tactile senses

Instructions/"What am I" consists of a box of objects to be felt and described by the children. If they aren't sure what they are feeling, they can discuss what it could be. The object in the box can be changed often.

Type of children/L.D. primary and intermediate

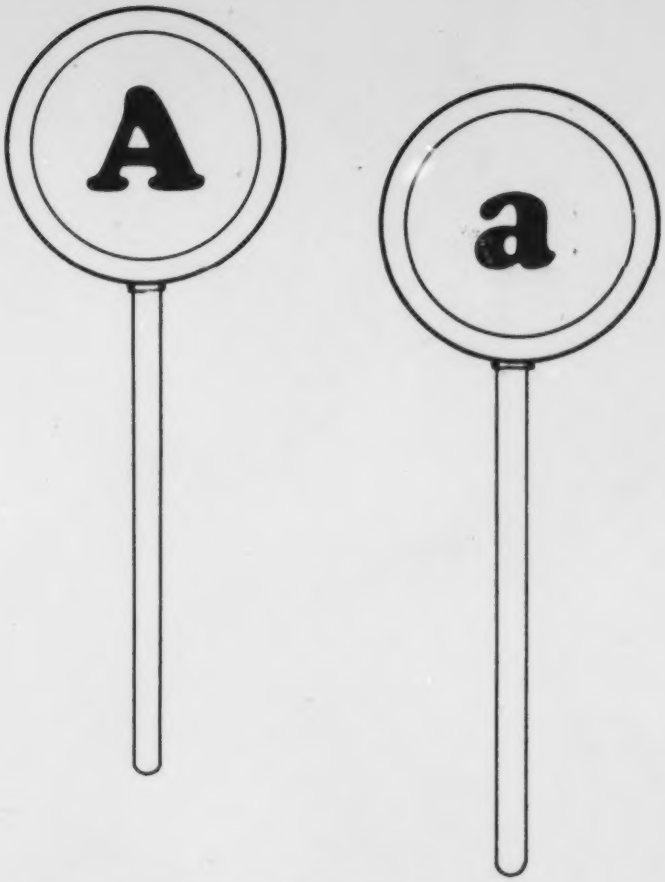
Construction materials/None

Construction/A hole should be cut big enough for the child's hand. There are many variations for this. It can be used as a team game—i.e. which team can correctly describe all of the items.

Name/Nancy Frank
114 Woodland Ct. Apt. 3B

School/Meadowdale Elementary
Ash Road
Carpentersville, Illinois 60110

Position/L.D. Teacher



Name of item/Phonics Game (candy store)

Cost/n.a.

Purpose/Reinforce phonics—provide training in listening for initial, medial and final sounds.

Instructions/Use construction paper lollipops printed with sounds child is currently working on—place on flannel board, child listens to word and chooses letter word begins with (or ends with) — if correct, child may keep lollipop.

Type of children/Primary L.D.

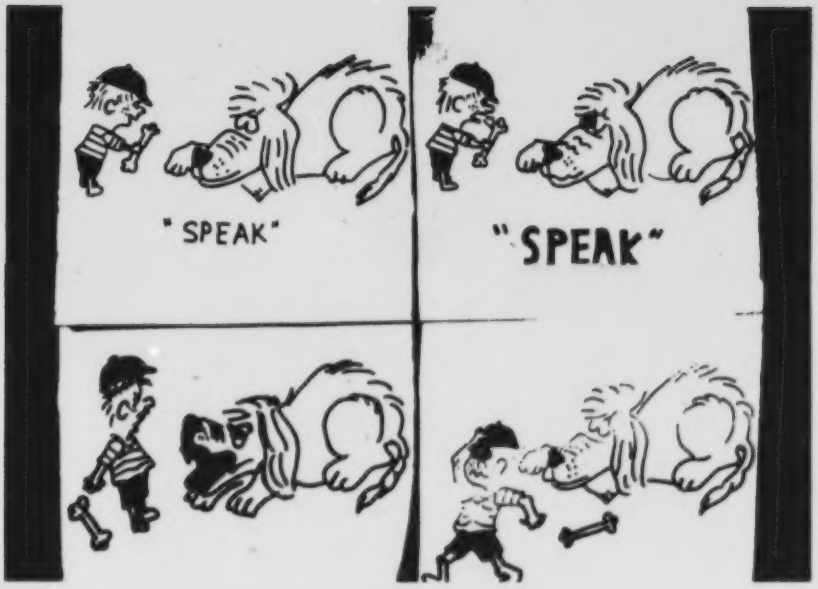
Construction materials/Construction paper, flannel board.

Construction/See photo

Name/Rosalie Kennedy
Route 2
Dundee, Illinois 60118

School/Eastview
Route 62
Algonquin, Illinois 60102

Position/Teacher - Primary L.D.



Name of item/Sequencing Pictures

Cost/$.25

Purpose/Sequencing, left ro right eye movement, cause and effect, comprehensive

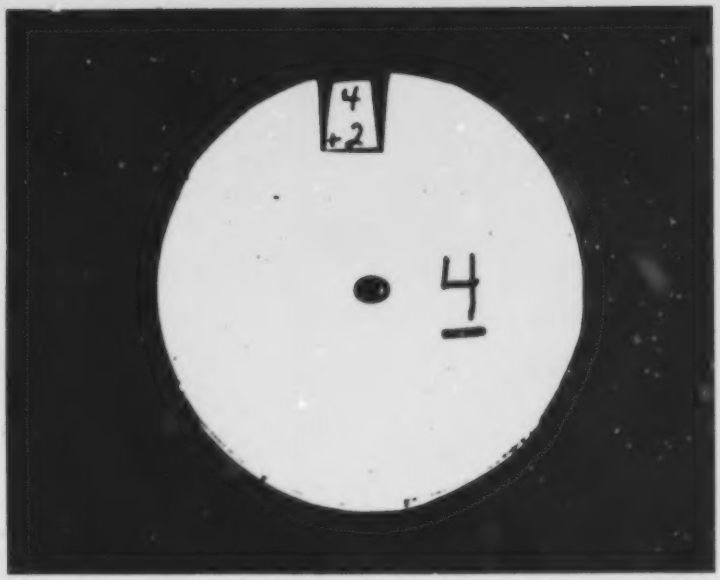
Instructions/Arrange the pictures in sequencial order

Type of children/Learning Disabled, Emotional Disturbed, E.M.H., Soc. Mal. Early Childhood

Construction materials/None marker and cardboard, preferred

Construction/Pictures drawn on cardboard.

Name/Monica Phillippe



Name of item/Number Wheel

Cost/Not available

Purpose/To teach the basic number facts

Instructions/The child quizzes himself until he can successfully do them and then he is quizzed by the teacher.

Type of children/Primary Learning Disabilities

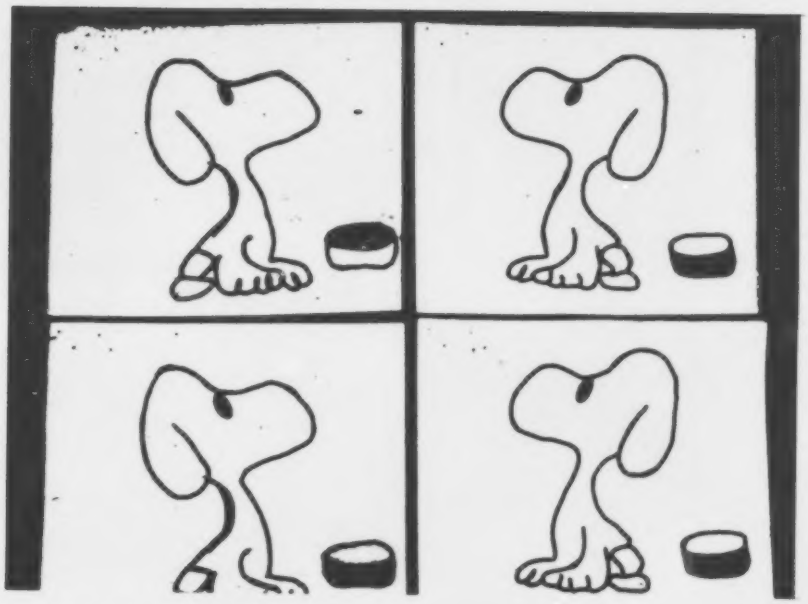
Construction materials/Oaktag

Construction/Not available

Name/Linda Lange
1135 S. Center
Bensenville, Illinois

School/Hampshire Elementary
100 Terwilliger
Hampshire, Illinois 60140

Position/L.D. teacher



Name of item/Visual Discrimination Cards

Cost/Minimal (approx. $1.00)

Purpose/To increase child's visual discrimination

Instructions/Child must match identical cards.

Type of children/L.D. children–primary level

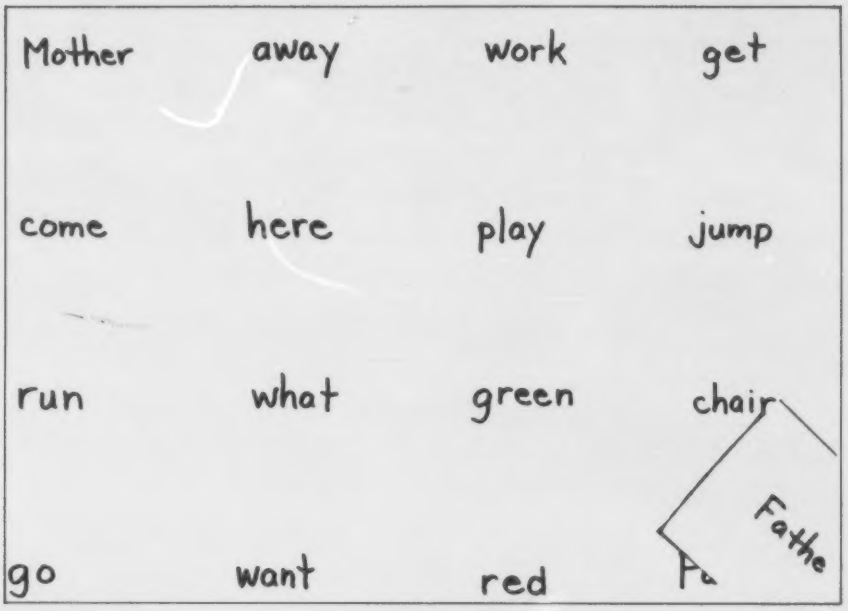
Construction materials/Simple picture, ditto, heavy cardboard paper

Construction/Put a very simple picture on a ditto 4" x 4" and copy it onto 4" x 4" cardboard. Then I shade in parts of each card exactly alike. I make about 20 matching cards of varying detail. On some of the cards I reverse one or two objects and put them on the opposite side. I make all pictures the same but then shade in only a part of picture to make it different from the next.

Name/Sheran Brettman
13 Meadowlark
Carpentersville, Illinois 60110

School/Fairview
Wren Road
Carpentersville, Illinois 60110

Position/L.D. Teacher
primary



Name of item/Bingo

Cost/Almost nothing

Purpose/To teach the items on the Bingo sheets—at both a receptive and expressive level

Instructions/Cover the word, letter, number, shape, or whatever that is called.

Type of children/I have used it with both L.D. and "normal" children at primary level.

Construction materials/No "special" materials—just 3 sheets of paper or cardboard and something to cover the items called.

Construction/A paper is divided into 16 sections (4 across and 4 up and down) and words, letters, or whatever, are written in. A sheet is made for each child playing, with the words arranged in different order on each sheet. The items are also written on separate small cards. The players take turns taking a card from the pile and calling it for all to cover. Whoever gets "four in a row" first wins.

Name/Nancy Shellenberger
534 Lombard
Galesburg, Illinois 61401

School/Mary Allen West
147 West Simmons
Galesburg, Illinois 61401

Position/Learning Disabilities Teacher

Name of item/Freddie the Frog

Cost/Approx. $.75 per frog

Purpose/Muscular strengthening, coordination, and control

Instructions/Child can toss bean bag from hand to hand; have child throw bag for distance and throw bean bag into marked target on floor.

Type of children/"Freddie" is designed primarily for use by young (primary level, pre-school) physically handicapped children, but might also be useful for children with other types of limitations.

Construction materials/Felt light color for bottom, darker color for top piece, dried beans or peas, sand or other material suitable for the stuffing

Construction/See photo

Name/Carolyn Deike

Position/N.I.U. Student

Name of item/Basic Shape and Color Recognition/Visual Association

Cost/$1.70

Purpose/To develop skills in recognizing basic colors, names of colors, and recognition of basic shapes.

Instructions/Have child insert picture cards into slots that match the various shapes of pictures, or into slots whose color matches that which is printed on the picture card.

Type of children/Successful with Pre-School, early primary grades, and mentally retarded.

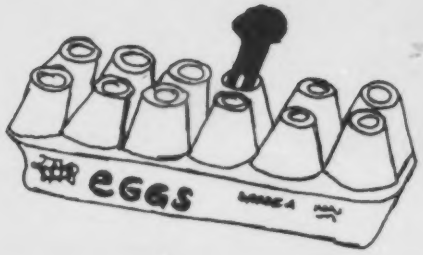
Construction materials/Two pieces of heavy cardboard or wood (12" by 18"), at least 9 pieces of posterboard (9½ by 5½ inches), contact paper (if desired), and a heavy holding glue and dowel rod or reed.

Construction/Two 12" by 18" pieces (one cardboard, and the other peg board) glued back to back. Reed glued in between and around side and bottom borders to separate (enough room to insert picture cards). Picture cards have two pictures on each side, one for color and one for shape (laminated).

Name/Diane P. Stedman
8744 Escanaba
Chicago, Illinois 60617

School/Southern Illinois University
Carbondale, Illinois 62901

Position/Student Teacher



Name of item/Egg carton with painted clothes pins

Cost/Only cost is for wooden clothes pins—approx. $.30

Purpose/To help the young child or poorly co-ordinated child successfully manipulate objects to develop visual discrimination, matching, sequencing and associative abilities.

Instruction/Use of development of prehensive grasp, visual motor skills, visual-motor sequential skills, spatial and figure ground development through auditory commands, matching of patterns by color.

Type of children/Pre-School, kindergarten, primary age students both special and regular.

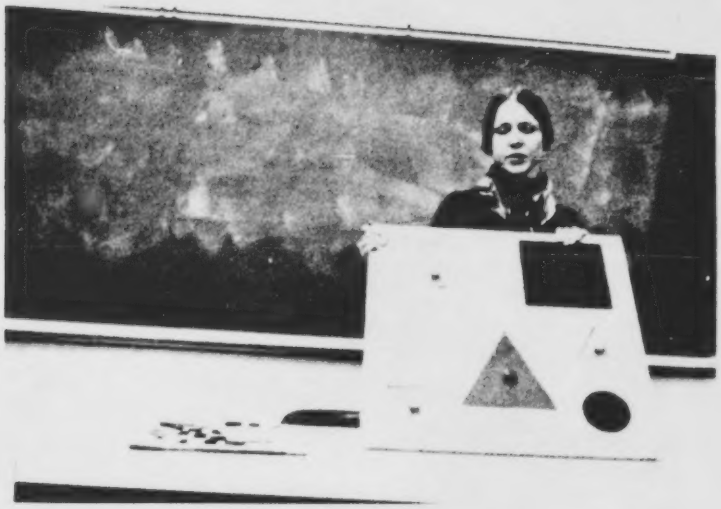
Construction materials/Clothes pins, egg cartons, water colors

Construction/Punch holes the size of a clothes pin in the top of the indented egg holders of an upside down egg carton. Water color paint the circles around the holes and paint wooden clothes pins to match in primary colors.

Name/Robert E. Abbott
1721 Golf Road
Waukegan, Illinois 60085

School/West Special Ed. Center
1319 W. Washington
Waukegan, Illinois 60085

Position/Consultant
Special Education



Name of item/Puzzle board, (shape game)

Cost/$3.50

Purpose/Board was designed for visual-motor handicapped child, with low intelligence

Instructions/Child is to fit the individual shapes into the board

Type of children/Pre-School children

Construction materials/Resiliant material, adaptible to taking physical abuse, non-toxic paints

Construction/See photo

Name/Margaret L. Clutter
Building 6, Apartment 2-A
Brookside Manor

Position/S.I.U. Student

Name of item/Blob cards

Cost/Contact paper $.39 (scrap material)

Purpose/To find the one to match

Instructions/Played like "Old Maid"

Type of children/Pre-School and kindergarten

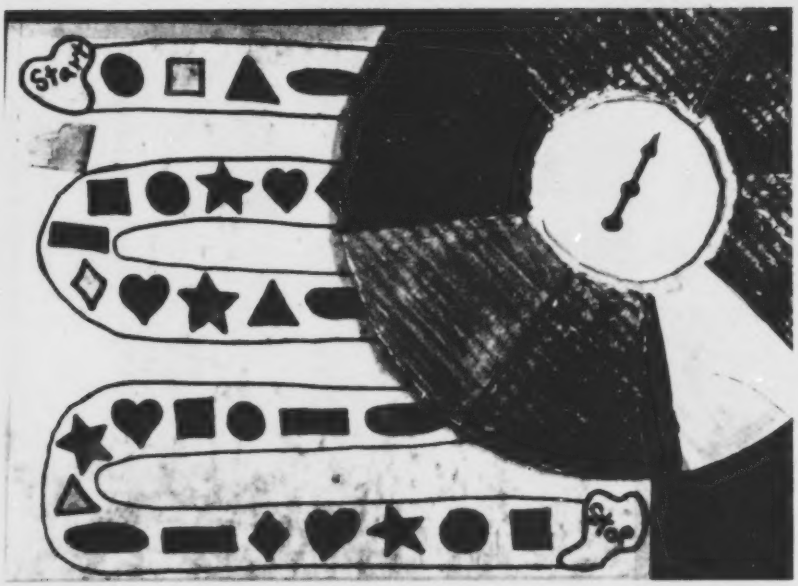
Construction materials/Cardboard, crayons, marker, contact paper

Construction/Small finger shaped cards are cut from cardboard. A color-shape blob is drawn on two cards–contact paper is used to cover cards for protection.

Name/Barbara Grady

School/University Place Day Care Center
403 South Wright Street
Champaign, Illinois 61820

Position/Teacher



Name of item/Color and shape maze

Cost/All made of scraps materials

Purpose/To teach color labels—and identify or discriminate different shapes.

Instructions/A child spins the arrow on the color wheel—he then moves his marker until he reaches the color—then names the shape.

Type of children/Pre-School, Kindergarten and first grade

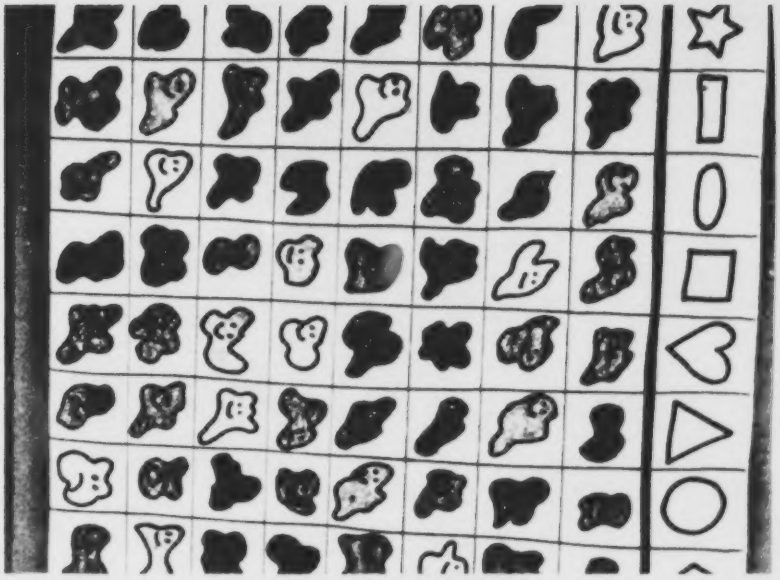
Construction materials/Cardboard, tape, small arrow, markers (use markers from an old game)

Construction/1. Color Wheel is made from carboard with colors painted on (8)—place arrow in the middle.
2. Maze Board is made from square piece of cardboard with colored shapes.

Name/Zeffie Crossland

School/University Place Day Care Center
403 South Wright Street
Champaign, Illinois 61820

Position/Teacher



Name of item/Color and Shape Lotto

Cost/Scrap material

Purpose/Recognition of shapes and color

Instructions/The child finds the correct color (blob) under a specific shape (ex: "Find the green blob under the square")

Type of children/Pre-School and Kindergarten

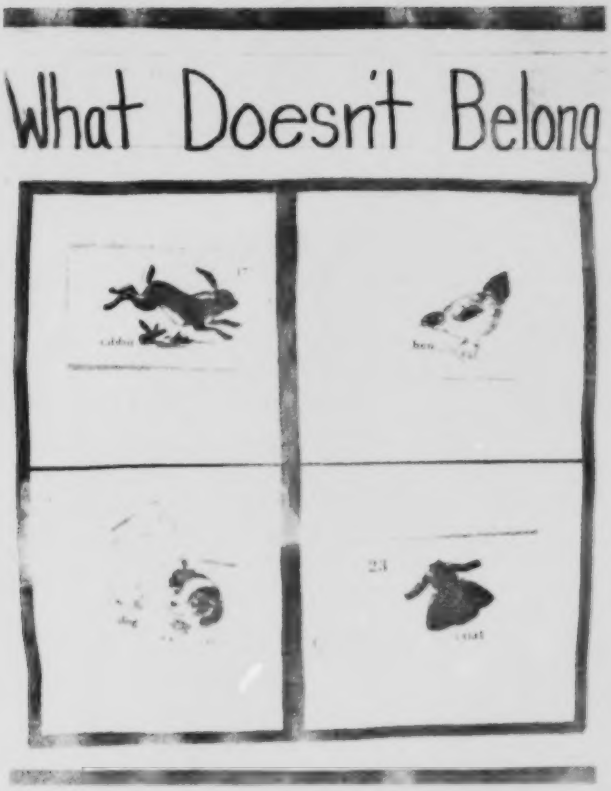
Construction materials/Cardboard, magic marker, colors, plastic round disc.

Construction/The cardboard is blacked off with rows of different color blobs. The top row having shapes only—a container for disc.

Name/Mildred Wilson

School/University Place Day Care Center
403 South Wright Street
Champaign, Illinois 61820

Position/Teacher



Name of item/What Doesn't Belong

Cost/Tape $.69 and magic marker (scraps)

Purpose/The child finds similarities and categories of items that are alike—Language Development

Instructions/The child selects the picture that doesn't belong. (He finds the one that is different)

Type of children/Pre-School and Kindergarten

Construction materials/Cardboard, masking tape, magic marker, and small box, pictures.

Construction/See item.

Name/Mildred Wilson

School/University Place Day Care Center
403 South Wright Street
Champaign, Illinois 61820

Position/Teacher

Name of item/Number cards with plastic duplicates

Cost/Scrap–material

Purpose/Identify numbers and match them.

Instructions/The child places the correct plastic number on top of the matching number card. The plastic allows the child to best find the match.

Type of children/Pre-School, and kindergarten

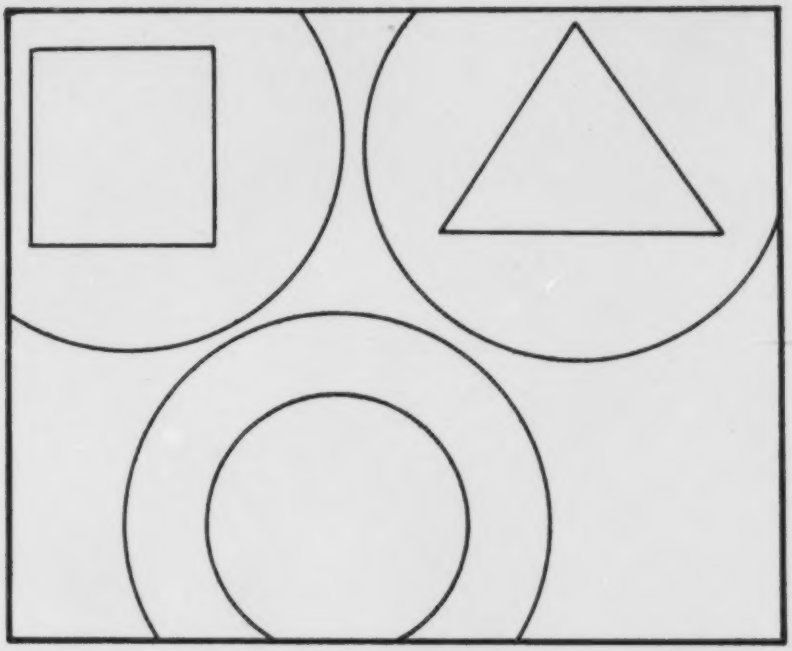
Construction materials/Cardboard, and plastic (used from plastic cartons or containers)

Construction/Print letters on cardboard squares (in black)–cut out duplicate numbers from plastic covers or cartons.

Name/Bessie Butter

School/University Place Day Care Center
403 South Wright Street
Champaign, Illinois 61820

Position/Teacher



Name of item/Trace-a-Shape

Cost/Scrap materials (collect plastic covers)

Purpose/Fine–motor–development–Eye–Hand coordination–and labeling shapes

Instructions/Child traces with a crayon the outline of the plastic shape.

Type of children/Pre-School and kindergarten

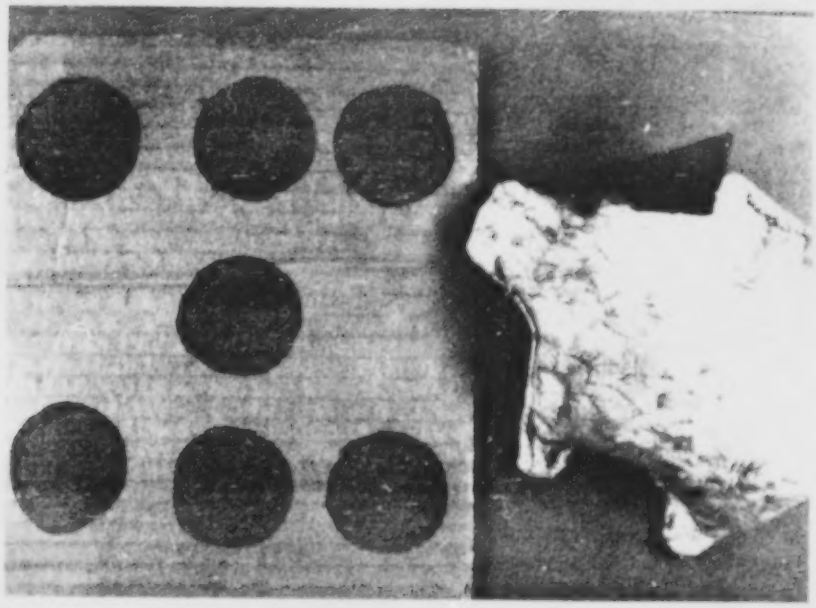
Construction materials/Plastic Covers (usually found on plastic gallon ice-cream cartons)

Construction/Outline a shape (ex: circle, square, etc.) on top of plastic cover cut-out shape.

Name/Zeffie Crossland

School/University Place Day Care Center
402 South Wright Street
Champaign, Illinois 61820

Position/Teacher



Name of item/Bean Bag Number Throw

Cost/Scrap–material–beans–$.29

Purpose/Motor development–Counting

Instructions/The child throws the bean bag on a number square (squares spread out on floor) then he gets to count the card.

Type of children/Pre-School and Kindergarten

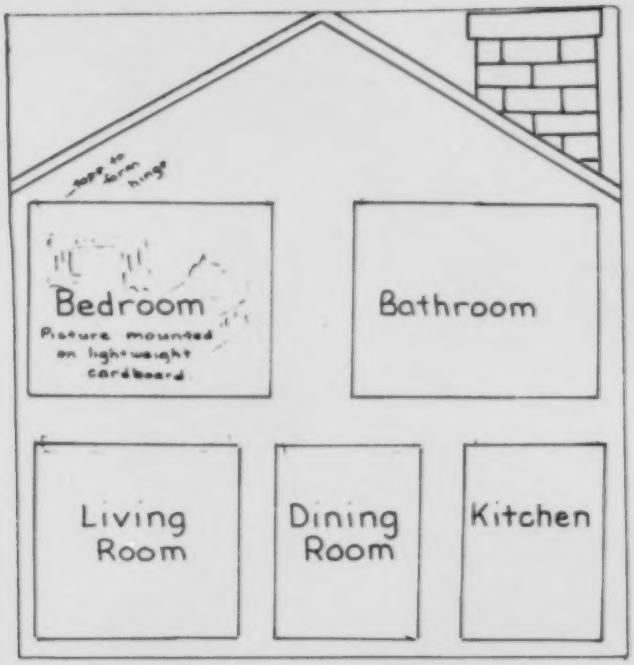
Construction materials/Cardboard squares, tape, bean bag (made from material scraps and beans)

Construction/On each cardboard square draw colored balls beginning with 1 to 10. The bean bag is made by sewing material scraps together and filling the inside with beans.

Name/Bessie Butter

School/University Place Day Care Center
403 South Wright Street
Champaign, Illinois 61820

Position/Teacher



Name of item/Hide the Thimble

Cost/$.50

Purpose/To help stimulate language development, and for practice on the sounds: th, r, l.

Instructions/3 or more participants. One person is selected to be "It" and is given picture of thimble. The others hide their eyes while "It" hides the thimble under one of the pictures of a room. "It" then askes the player—"Mary, where do you think I hid the thimble?" The first player guessing correctly is "It". Other items can be substituted for thimble for practice on other sounds, i.e. ring or key.

Type of children/5 and 6 years old children who are in need of language development stimulation and practice on certain sounds.

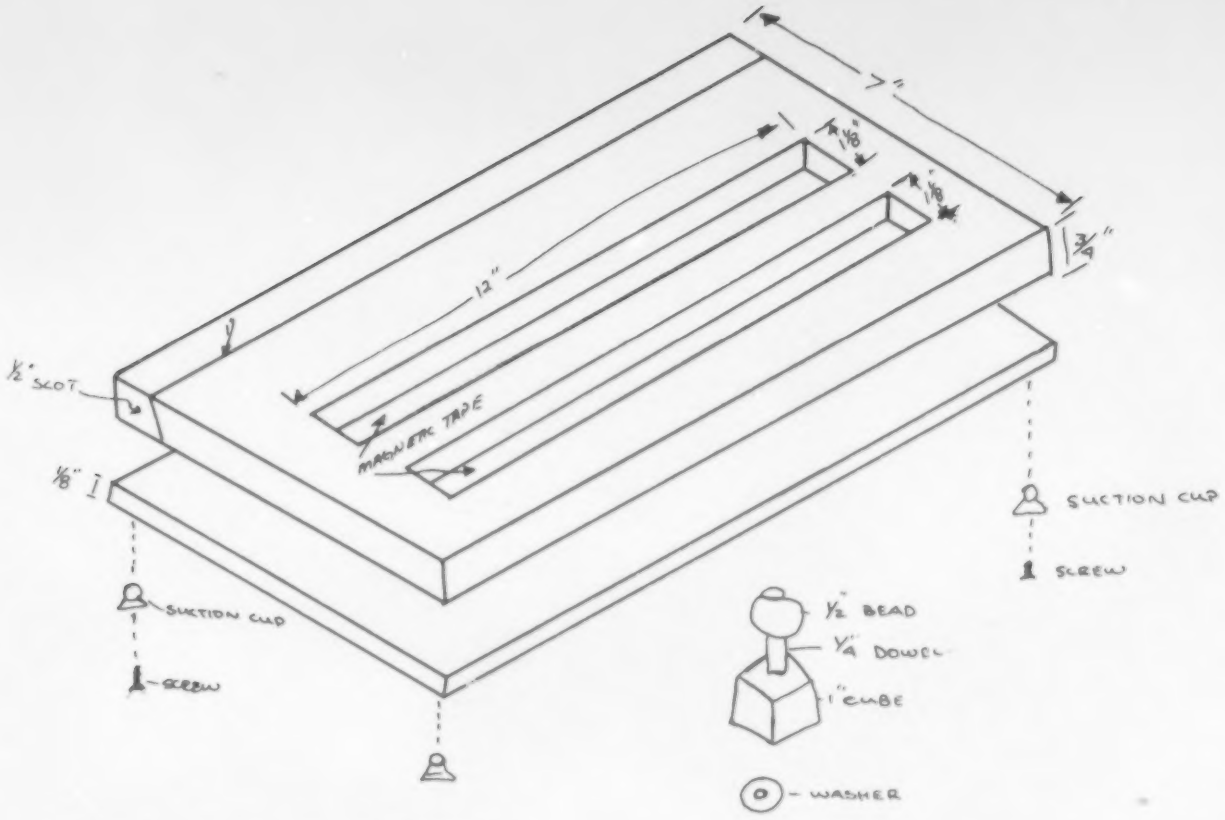
Construction materials/1 large heavy cardboard approximately 28" x 22", pictures of several different rooms mounted on lightweight cardboard, small picture of thimble, key, or ring. (about 2" high)

Construction/See photo.

Name/Mrs. Janet Lundeen
1794 Indiana Court
Galesburg, Illinois 61401

School/Special Education
531Oak Street
Galesburg, Illinois 61401

Position/Speech Therapist



Name of item/Math Device for the Handicapped

Cost/$4.00

Purpose/Provide an opportunity for students with involuntary arm motions or limited grasp to manipulate objects for problem solving.

Instructions/Blocks with bead handles are used as counters. They are inserted in a plywood frame to hold them in place. The device can be used as a simple abacus to solve problems in addition and subtraction.

Type of children/Physically handicapped-primary level, Multiply handicapped–intermediate level.

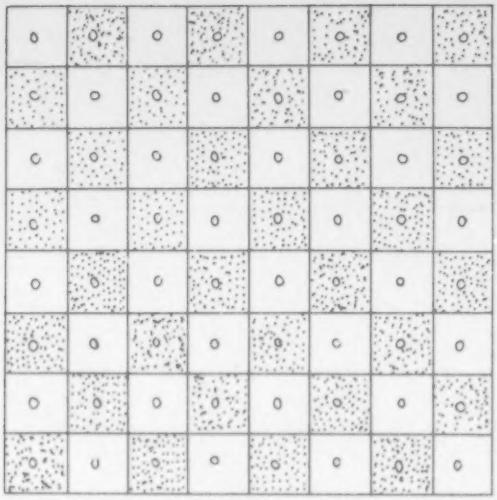
Construction materials/Plywood, 1 piece, 3/4 inch, 7 x 15, 1 piece, 1/8 inch, 7 x 15, 4 suction cups, 2 strips magnetic tape, 12" long, 30 wood cubes, 30 wood beads, 30 pc. dowel, 1 1/2" long

Construction/See photo

Name/Margaret Lochbaum, O.T.R.
Susan Kozlowski, Teacher
9960 Nottingham
Oak Lawn, Illinois

School/Southeast School
98th and Francisco
Evergreen Park, Illinois 60642

Position/Teacher and Occupational Therapist, Orthopedically handicapped department



Name of item/Peg-Checkerboard, with round and square checkers and raised, rough red squares

Cost/Approx. $8.00 if it is necessary to buy all materials.

Purpose/This item is primarily designed to allow physically and visually limited children (and adults) to play and enjoy the game of Checkers. Although primarily meant to be used for relaxation-recreation aid and activity, the board and checkers might also be used for pegboard activities (including such concepts as laterality-directionality, sequencing activities, eye-hand coordination, and elementary mathematics skills), and could be adapted for use as a Chess game if the appropriate pieces are developed.

Instructions/Proceed as in normal game of Checkers, placing pegs in appropriate holes; (Note that the pegs are fairly tight fitting); because the red squares are rough due to the applied sand, and the red and black checker sets are of two distinct shapes (round and square), use of the tactile sense can be encouraged. There are four additional pieces supplied for each set which have star-shaped thumb tacks inserted on the top; these are to substituted for use as "kings" as necessary.

Type of children/This board and the checkers are designed for use by moderately involved physically handicapped, visually handicapped, and in some cases multiply handicapped children as well as children with other types of limitations who are operating on a high enough cognitive level to have at least an elementary understanding of the game of Checkers.

Construction materials/Plywood, paint, sand, rubber cement, thumb tacks, spray-on lacquer

Construction/Cut 16 plywood 1 1/4" squares, drill holes in center of each square being careful not to go all the way through; also drill holes in the knobs (or whatever you chose for the second set of checkers). Cut dowel rods into approx. 2 to 2 1/4" lengths, insert dowel rods into the squares and knobs. Paint one set red, the other black.

Name/Carolyn Deike **Position**/N.I.U. Student

Name of item/Alphabet line

Cost/Less than $2.00

Purpose/To match alphabet letters; learn the beginning sounds.

Instructions/Place cards in corresponding pockets,—matching alphabet letters, beginning sounds, vowels, etc.

Type of children/It is geared for all levels of first grade but could be used by others.

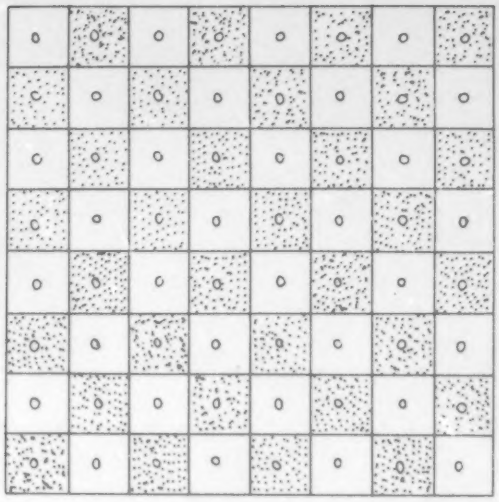
Construction materials/Cards with pictures and words, two strips of cardboard; felt material for cut-out letters and library card pockets.

Construction/The consonant letters are in blue felt; vowels in red. "Y" is done in both blue and red.

Name/Lauren O'Brien
115 River lane
Loves Park, Illinois 61111

School/Rock Cut School
Forest Hill Road
Loves Park, Illinois 61111

Position/First Grade Teacher



Name of item/Peg-Checkerboard, with round and square checkers and raised, rough red squares

Cost/Approx. $8.00 if it is necessary to buy all materials.

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Instructions/Proceed as in normal game of Checkers, placing pegs in appropriate holes; (Note that the pegs are fairly tight fitting); because the red squares are rough due to the applied sand, and the red and black checker sets are of two distinct shapes (round and square), use of the tactile sense can be encouraged. There are four additional pieces supplied for each set which have star-shaped thumb tacks inserted on the top; these are to substituted for use as "kings" as necessary.

Type of children/This board and the checkers are designed for use by moderately involved physically handicapped, visually handicapped, and in some cases multiply handicapped children as well as children with other types of limitations who are operating on a high enough cognitive level to have at least an elementary understanding of the game of Checkers.

Construction materials/Plywood, paint, sand, rubber cement, thumb tacks, spray-on lacquer

Construction/Cut 16 plywood 1 1/4" squares, drill holes in center of each square being careful not to go all the way through; also drill holes in the knobs (or whatever you chose for the second set of checkers). Cut dowel rods into approx. 2 to 2 1/4" lengths, insert dowel rods into the squares and knobs. Paint one set red, the other black.

Name/Carolyn Deike **Position**/N.I.U. Student

Name of item/Alphabet line

Cost/Less than $2.00

Purpose/To match alphabet letters; learn the beginning sounds.

Instructions/Place cards in corresponding pockets,—matching alphabet letters, beginning sounds, vowels, etc.

Type of children/It is geared for all levels of first grade but could be used by others.

Construction materials/Cards with pictures and words, two strips of cardboard; felt material for cut-out letters and library card pockets.

Construction/The consonant letters are in blue felt; vowels in red. "Y" is done in both blue and red.

Name/Lauren O'Brien
115 River lane
Loves Park, Illinois 61111

School/Rock Cut School
Forest Hill Road
Loves Park, Illinois 61111

Position/First Grade Teacher

Name of item/Feed Sammy the Seal

Cost/$.65

Purpose/To let child practice and improve his skills in an independent manner.

Instructions/To let child work individually to improve various skills. Child takes a fish and puts it into the correct "water" pocket.

Type of children/First grade children learning to add, subtract, or learning the vowel sounds.

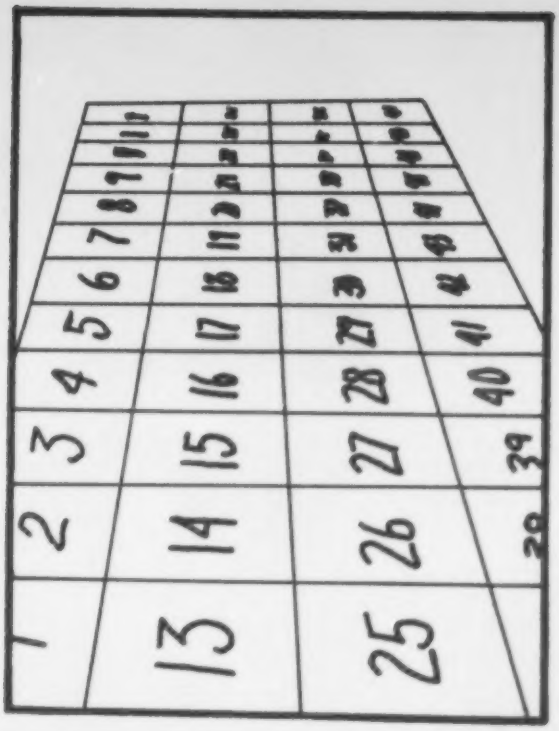
Construction materials/Poster board, construction paper, felt, marking pen, staples, glue

Construction/Draw a seal on black construction paper, cut-out and mount on white sheet of poster board. Make 5 pockets of water from poster board (coves with blue felt) and staple at bottom. Cut fish from poster board, use marking pen for information. Water pockets give clue for type of information needed. See photo.

Name/Miss Linda J. Benning
6033 Elm Court Apt. 5
Loves Park, Illinois 61111

School/Rock Cut
R. 4
Forest Hills Road
Loves Park, Illinois 61111

Position/1st grade teacher



Name of item/Number Jump

Cost/$1.50

Purpose/The child has another way of using numbers to solve problems.

Instructions/Give the child a problem and he jumps it out.

Type of children/Ages 6 through 15 depending on the level of the child in math.

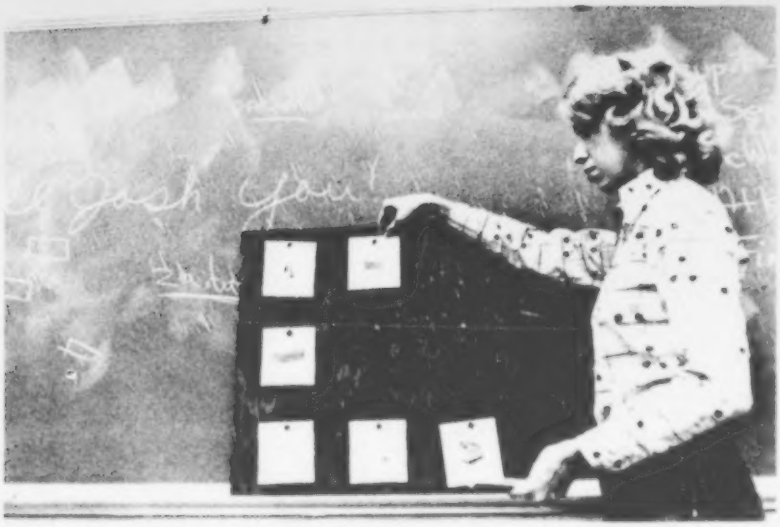
Construction materials/The materials needed are three large plastic bags, tape and contact paper to cut the numbers out of.

Construction/The bags are taken apart and taped together side by side. Then the plastic is taped crosswise to make 48 squares approximately 12 inches by 12 inches. The numbers are then placed on the grid consecutively.

Name/Donna Peterson
6441 North Nordica
Chicago, Illinois

School/Southern Illinois University
Carbondale, Illinois 62966

Position/Student



Name of item/The Hook Board

Cost/$2.50

Purpose/The board enables a better view of material being presented to the child and encourages participation on his part; by allowing the child to place things on.

Instructions/This board can be used for many different teaching areas. There are nine hooks on the board which can be used to hold anything from cards used for association activities to names of children in charge of duties for specific days. The board can be divided off by strips, horizontally and vertically in order to form a tic-tac-toe board. Shapes could be constructed to be the players, i.e. squares against circles. To be utilized as a supplementary material aid in any area of study.

Type of children/Any elementary school child could use this board I am sure. However, it has only been used with an eight year old in a special ed. class.

Construction materials/A 2' by 2' plywood board relatively thin thickness, 9 hooks, relative in size to the board and desired prupose of board, a small amount of wood stain to cover the plywood finish.

Construction/Simply by placing the nine hooks evenly spaced on the board in three rows with three hooks in each row.

Name/Pat Bleiweiss
Brookside Manor 6-8a
Carbondale, Illinois

School/Southern Illinois University
Carbondale, Illinois

Position/Student

Name of item/Dial Board

Cost/$2.00

Purpose/It can be used as a supplement for many areas of learning. It gives variety to books and routines. Children like it and can work by themselves or together.

Instructions/Turn the left dial for a problem (math, word association, Rhyming word, etc.) and go to the right dial for the answer. The problem and answer will appear in windows.

Type of children/The girl was 10 years old and had a third grade math level.

Construction materials/Poster board (sturdy)—cardboard for the wheels or dials—brads to hold the dials to the board—scissors to cut holes in board.

Construction/See photo.

Name/Vick Manson
Beckwith Lane
Crete, Illinois

School/Southern Illinois University
104 Small Grp. Hsg.
Carbondale, Illinois 62901

Position/Undergraduate student

Name of item/Timed Ordering of Numeral or "Beat the Timer"

Cost/$3.98–$1 plastic boxed cardboard and magic marker, tape.

Purpose/To get child to direct attention to the left side of the numeral–to realize the idea that 43 has 4 tens and is read from left to right. Develops motion control and speed–use of the idea of decade.

Instructions/Child turns all numerals right side up and trys to put each one in the right box before the timer rings. I started with the timer set at 5 minutes–If a child could beat it, he got to put his name up on the file cabinet. Then he worked for a "4" written on his card, then a "3", etc. The slowest child who has to have help to the five-year-old gifted child who is working for "2" have enjoyed and been excited by this game.

Type of children/Age 5 beginners up thru age 9–low average & very bright–The time can be changed to suit any level.

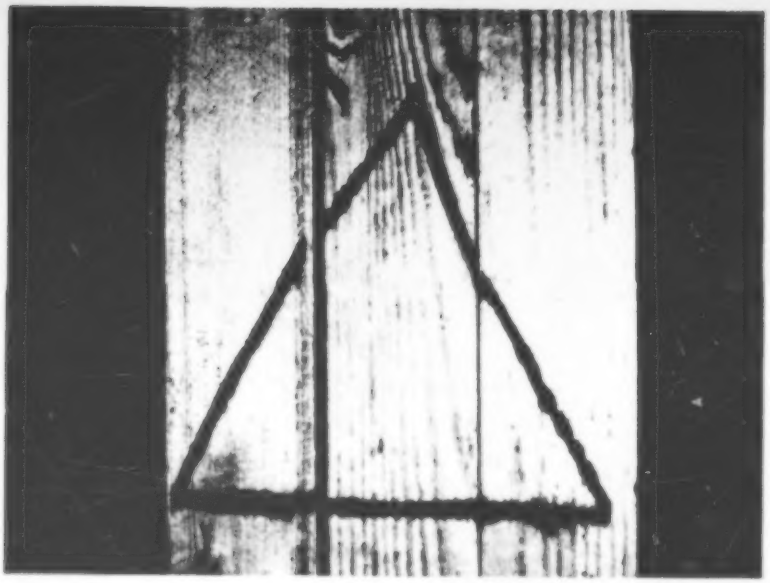
Construction materials/Kitchen timer; 100 small cards or pieces of wood saying 0, 1, 2, 3, . . .99' 10 plastic boxes labeled with "units", "tens", and "20's" thru "90's"

Construction/See picture.

Name/Faye Warren
2146 Orrington Avenue
Evanston, Illinois 60201

School/Oakton
436 Ridge Avenue
Evanston, Illinois 60202

Position/Teacher



Name of item/Wooden Puzzle Blocks

Cost/Scrap wood—if bought $.25

Purpose/Matching designs on blocks.

Instructions/The child matches the sides of the block that makes a complete design. Example: circle, square, etc.

Type of children/Kindergarten and 1st grade

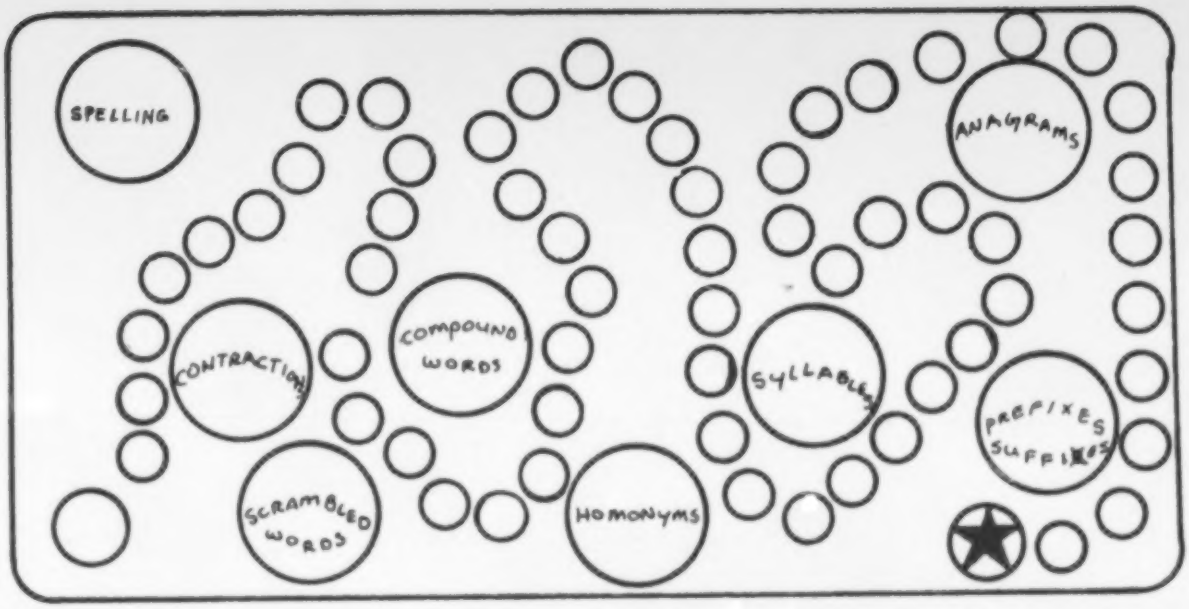
Construction materials/Wooden blocks (same size 7" long 1½" wide) and a magic marker.

Construction/See item. Stack blocks together, draw design (circle, square, etc.) on each side of blocks—four designs altogether.

Name/Francis Buffer
54 Bradley & McKinley
Champaign, Illinois

School/403 South Wright Street
Champaign, Illinois

Position/Day Care & Headstart Teacher



Name of item/"Pot Luck"

Cost/Free or cost of materials (minimal)

Purpose/Adaptable to remediation of any number of skills within a core subject area (math, language, etc.)

Instructions/The player spins the spinner and moves the designated number of spaces. He selects an activity from among the cards which are color coded to the square on which he has landed.

The winner can be determined in several ways: the first student to complete the board circuit could be declared the winner; a point value could be assigned to each activity and awarded if the activity is performed correctly. In the latter case, the student with the most points would be the winner.

Type of children/Fourth-Fifth grade LD, ED, SM, but can be adapted for older or younger children.

Construction materials/Various colors—construction paper; heavy tag board for game board; spinner or dice.

Construction/Select several categories which are part of a core subject area such as language. Develop 10-20 brief activities for each category and write each activity on a 2" x 2" color coded card. Place the sets of cards face down on or near the game board (made with spaces color coded to match the cards).

Examples of categories for language, grades 4-5

a. Spelling: student spells (oral or written) a word from his grade level.
b. Classification: student classifies items listed, or names 3 items which fit a given classification.
c. Contractions: Student makes a contraction out of 2 words listed on the activity card, or indicates the words which comprise the contraction listed on the card.
d. Pronounciation: student pronounces a word, given only its phonetic spelling.
e. Compound words: student continues to draw cards from the activity stack until 2 of them form a compound word.
f. Scrambled words: Student unscrambles words of reasonable length which are printed in a scrambled fashion on the card.
g. Homonyms: student reads and uses the homonyms correctly in a sentence.
h. Syllables: student reads word and indicates where it should be divided.
i. Anagrams: student selects 1 vowel and 5 consonants at random and makes a word, using any combination of letters.
j. Prefixes/suffixes: student selects a root word at random (from activity stack) and then draws prefixes and suffixes to "fit" the root word.

Name/Julie Hein
1 Wintergreen Drive, R. R. 4
Edwardsville, Illinois 62025

School/Cahokia Elementary

Position/Learning Therapist
(ED, LD, SM) - Resource

Name of item/Picture hopscotch

Cost/$5.00

Purpose/Verbal Expression, motor coordination

Instructions/Child uses laminated or plastic covered pictures as hopscotch squares. When a child lands on a picture he must describe the picture or tell what is happening. He must speak in sentences.

Type of children/Learning Disabled – Grades 1-2

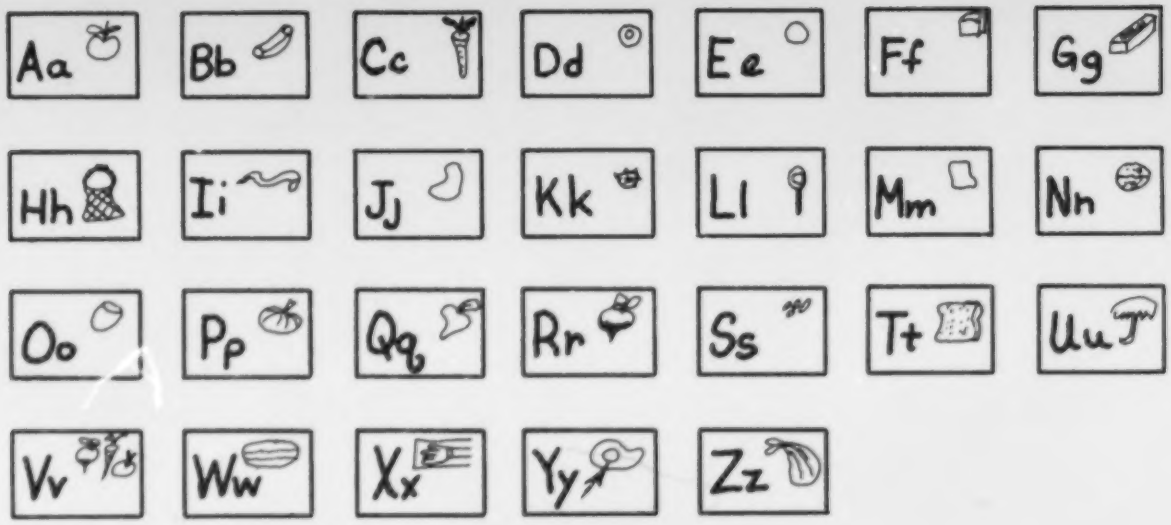
Construction materials/Large colored pictures, clear Contact paper, 8½ x 11" tagboard cards.

Construction/Place pictures cut from magazines onto tagboard cards and cover with clear Contact paper.

Name/Pamela Novy
231 North 22nd
Du Quoin, Illinois

School/Wheatley

Position/Learning Disabilities - Resource Teacher



a-apple b-banana c-carrot d-donut e-egg f-fudge g-gun
h-ham i-inchworm j-jellybean k-kiss l-lollipop m-marshamallow n-nut
o-olive p-pumpkin q-quince r-radish s-seeds t-toast u-umbrella
v-vegetables w-watermelon x-x ray y-yoik z-zucchini

Name of item/Modality Alphabet-Discrimination of Letters and Sounds

Cost/$1.00 per class

Purpose/The Modality Alphabet is designed for anyone having difficulty discriminating letters and sounds of the alphabet. It is deliberately structured in a manner to incorporate the use of all modalities or senses when possible, auditory, visual, haptic, gustatory, olfactory.

Instructions/

1. Teacher sings or says the alphabet song pointing to each letter as it is mentioned and pauses at the end of each line. The placement of the letters correlates with the rhythm of the alphabet song. Children do the same as teacher.

2. After students demonstra.e the ability to identify the letters in sequence, they are taught to identify the letters in mixed fashion. This is done one line at a time so that the children can experience success and praise. If necessary have the child return to (1) for the association. Also, children who are secure with this concept can teach others who are not.

3. If possible bring an apple or any of the other picture-objects to class and use language: smell the apple, cut it into small pieces, eat the pieces, talk about the flavor, the size, color, shape, what other food has a similar flavor, where do we find it, the cost, experiences with apples, etc. Have a copy of the picture-object where the children can see it and make reference to it.

4. Teacher draws a simple outline of an apple on the chalkboard. Students draw a simple outline of the apple at their desks.

5. Both form a large and small A next to the picture. Teacher says, "The letter A usually has the sound of a as in apple. When you see a think of a as in apple." Make a few a's on the chalkboard and have the students sound it.

6. Pass out several handouts (copy attached) to each student for class and home use. Write a note to the parents asking their help in having the child learn the alphabet in this structured manner.

7. Have the children color the pictures on the handout.

I have never had a failure using this method. Visual, auditory, tactile kinesthetic, olfactory, gustatory are all used to reinforce the process of learning these concepts. A teacher may want to use all or part of the above. I assess where the child is functioning in this concept formation and begin teaching that which he needs.

The criteria for this design was to select picture-objects which would be relevant for the particular group of children being taught and to reinforce this relevancy through the use of all modalities or senses: auditory, visual, haptic, gustatory and olfactory. In certain instances it was not possible to incorporate all five senses with each picture-object. When this occurred, the haptic took precedence over the gustatory and/or olfactory. The third criteria was the number of syllables in the picture-object. Structure, in the sense that the child learn only one picture-object to associate for each letter and humor in presentations were other considerations.

Type of children/I have used the Modality Alphabet with preschoolers and all the way through high school, regular and L.D. classes.

Construction materials/Basic– tto master and paper
I prefer using the black ditto if available. The contrast is better for the children. Thin point colored markers may be used for coloring.

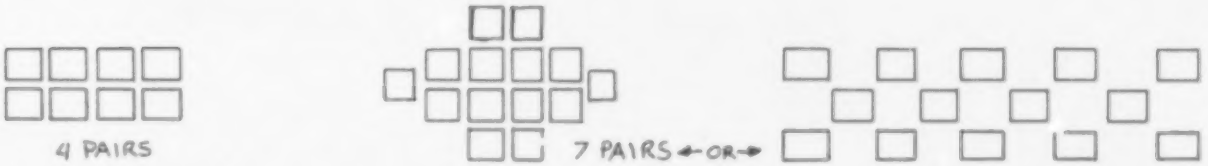
Construction/I am deliberately fitting this material on a 8½" x 11" paper which ideally can be removed from the loose-leaf publication, copied, and readied for immediate use. I have the same concept on hard-board in my class which is about ten times larger and more effective because of its size and color.

Name/Mrs. Alice Cairo
394 Wild Rose Lane
St. Charles, Illinois 60174

School/Batavia Elementary, Junior High and Senior High

Position/L.D. Itinerant

GARY'S GAME



Name of item/Gary's Game

Cost/Minimum $1.00 – Maximum $2.00

Purpose/Memory and sequencing and association - decoding skills - social sense - visual discrimination - directionality - competitive strategies - fair play - spatial relation - success situation - soundblending techniques - scoring (math) and FUN

Instructions/Cards are always laid in a distinct pattern and lined up carefully: Suggest first cards - pick 4. Child always faces cards. Child turns over 2. If they match, he keeps them and is permitted to choose 2 more. If not he turns them over and teacher chooses a pair. Cards are always turned back in the same place of facing the same direction.

Type of children/Pre-reading and early reading in L.D. boys 8-11 – useful with normals 5-8, poor directional and spatial sense

Construction materials/No special materials - need heavy card stock, paper cutter, or scissors, red and black magic marker, rubber cement, fixative spray.

Construction/Card stock must be heavy and opaque, or rubber cement two **already** marked cards together. Prepare 18 pairs of cards (36) but begin eight (8) of the letters most easily discriminated by child. Choose (with child) a directional symbol and let him make at least a part of it - perhaps all if it is simple in design (see suggested design). Letters are all **lower-case** manuscript. **Try to use letter of his name.** With colorblind child use solid and hollow instead of contrasting color magic marker. A plastic fixative spray makes more durable.

Name/Martha B. P. Sheahan
Rural Route 2
Roseville, Illinois 61473

School/Western Illinois University
Macomb, Illinois 61455

Position/Undergraduate tutor for
Office of Academic
Services (OAS)

PANTOMIME SENTENCES

Name of item/Pantomime Sentences

Cost/$1.00

Purpose/Children guess what the sentence is. Silent reading and manual expression.

Instructions/Make cards from tagboard and print action sentences on each one. For example: "Watch me run." Child acts out sentence and other children guess what the sentence is.

Type of children/Learning disabled

Construction materials/Tagboard cards - any size desired

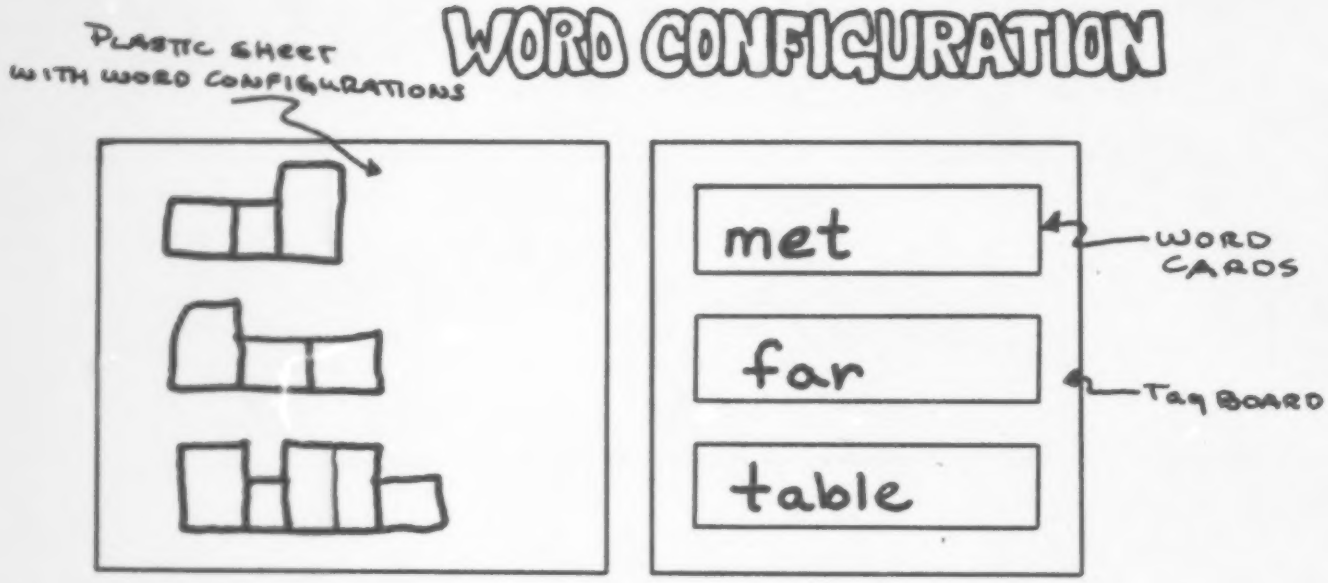
Construction/Cut tagboard into strips or cards of desired size

Name/Pamela Novy
231 North 22nd
Murphysboro, Illinois

School/Wheatley

Position/Learning Disabilities - Resource Teacher

WORD CONFIGURATION



Name of item/Word Configuration

Cost/$1.50

Purpose/To assist children with visual discrimination and memory. And also, to develop sight vocabulary. (The words used are primer and beginning first grade.)

Instructions/Lay out the four word cards for page one. The child should match the words with the configuration on page one. If necessary he can first use tracing paper or clear plastic sheets, to trace the shape around the word on the card. The correct choice can be verified by sliding the card under the see-through page.

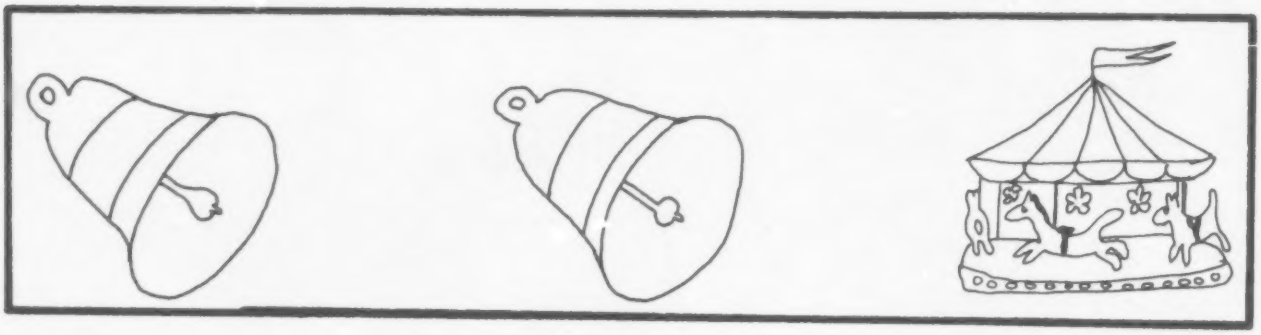
Type of children/Children with developmental lags in visual modality, or those children who require multi-sensory stimuli to develop sight vocabulary.

Construction materials/Tagboard or railroad board - red and black marking pens - three sheets of clear plastic - one yard of transparent contact paper.

Construction/Cut cardboard into 1½" x 4" pieces (32), and 4-6 sheets (8). Cut the clear plastic into 4 x 6 sheets also. Make a booklet of a plastic sheet, cardboard sheet, plastic sheet, etc. Punch two holes and tie with cord. Take the small 1½ x 4 cards and print in large red letters primer and first grade words. Cover with transparent contact paper. Trace the configuration of these words onto page one of the plastic sheet. Use (4) words per page. Put #1 on the page and also on the back of the (4) cards. Continue with the next (4) cards and page two. Proceed with easier to more difficult words. Avoid duplicating configurations on the same page.

Name/Tony Bravine **School**/Roosevelt **Position**Learning Consultant
8420 West North Terrace
Niles, Illinois 60648

RE-USABLE CONCEPT CARDS



Name of item/Re-usable concept cards

Cost/?

Purpose/To teach concept of same and different. To teach the child to select and mark an answer. Concepts in size, shape, color, and numbers can be presented in the same manner.

Instruction/The child marks with crayon the shape or picture that is different. Each card has two or more similar pictures and one different one. The response may be erased by wiping the card with a piece of Kleenex.

Type of children/Multi-handicapped

Construction materials/Commercially made stickers, teacher made shapes, drawings and pictures cut from old workbooks or magazines. Thermofax machine-laminating paper or contact paper.

Construction/Past or draw picture on paper or light weight tag board. Run the card through the thermofax machine or cover with clear Contact paper.

Directions may be printed on the cards so they can be easily used by an aid.

Name/Ms. Deborah Hoffman
10 South Lilac Lane
Hinsdale, Illinois 60521

School/Southeast School

Position/Teacher Preschool
Multi-handicapped

Name of item/Smell your short vowels

Cost/$1.00 or so

Purpose/A new and different way or re-teaching short vowel sounds

Instructions/Use bottles containing odors as follows:

a - a slice or two of cut apple	(red a on bottle top)
e - pepper	(black)
i - cinnamon	(brown)
o - green olives	(green)
u - mustard	(yellow)

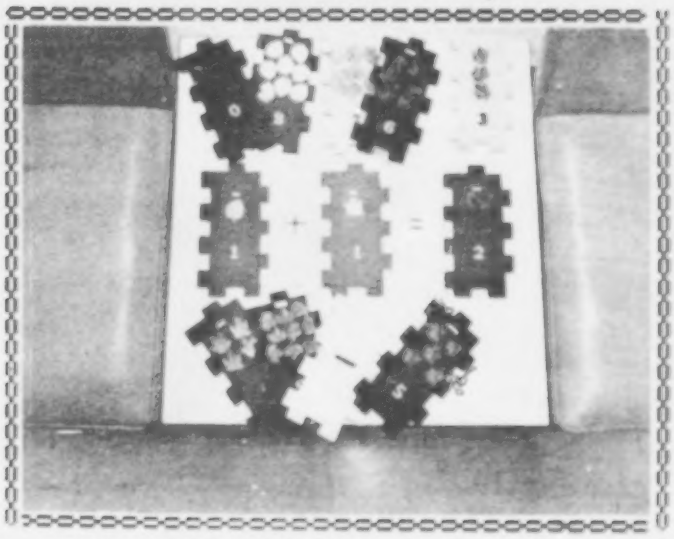
Type of children/**Regular** and children with learning disabilities

onstruction materials/5 baby food jars

Construction/Vowel sound may be written on cap of each bottle. Have child "smell" the stimulus for each vowel sound. He then repeats the stimulus word, then the vowel sound. For example, – "apple - a". In the case of pepper and cinnamon, have the child drop the initial consonant and say "epper" and "innamon".

Name/Leila Heinrich **School**/Kingsley School **Position**/701 Resource Teacher
1134 60th Place
Downers Grove, Illinois 60515

MODULARITY



Name of item/Modularity (or "Solve the Puzzle")

Cost/?

Purpose/To give visual aid and manipulitary practice skills with using a concrete object in learning beginning adding and subtraction, primary and secondary colors and different types of leaves.

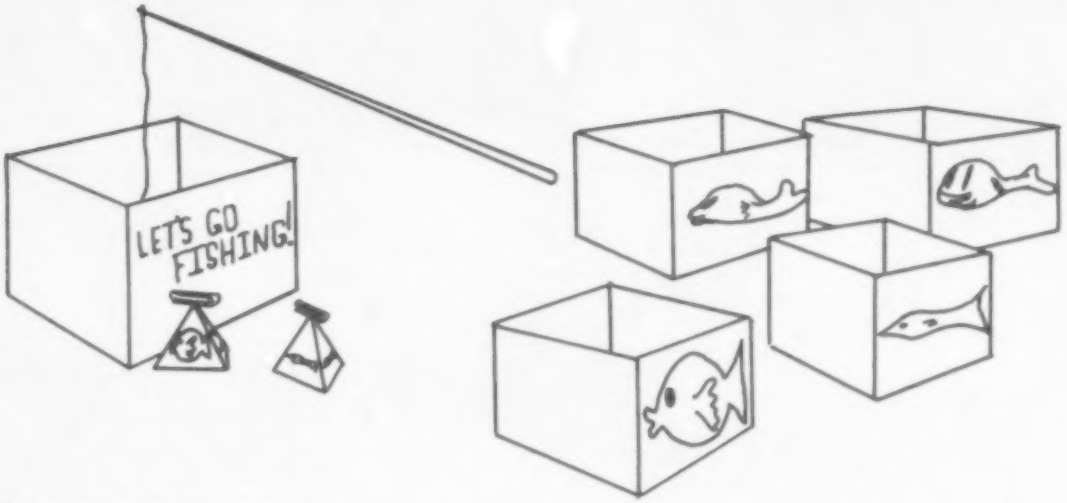
Instructions/1. Use one number, 2. the plus or minus sign, 3. another number, 4. the equal sign, 5. and find the solution. Can also be used on opposite side for learning primary colors (i.e. "Red + yellow = orange" or "Green-blue = yellow")

Type of children/Primary physically handicapped

Construction materials/I used foam core and painted it with acrylic paint, but if you have a jigsaw and more money light wood could be used.

Construction/Outer dimensions are 4 x 8. The prongs are ½" high and 1" wide, with 1" between prongs. The units are painted in the three primary colors, red, blue and yellow and then products of combining those, orange, green and purple.

Name/Sandy C. Babel
2804 West 103rd Street
Chicago, Illinois



Name of item/"Let's Go Fishing"

Cost/$3.00

Purpose/The purpose of this game allows practice in skills of individual needs. It is adaptable to all children in the elementary school. Activities in the fish boxes vary depending upon need and maturity of the student. Activities for the fish boxes are taken from basal texts, supplementary work books, catalogs, skill sheets, etc. Length of time depends upon need and amount of time allotted.

Instruction/The child picks up the fishing pole. Drops his "hook" (the magnet) into the "Lets Go Fishing" box. One of the four triangle shaped fish should attach to the magnet. (Because of the heavy duty metal paper clip) Whatever fish is hooked, that's the box he goes to and draws out an activity card. He performs the activity and receives an amount of points - either 10, 15, 20, or 25 for each exercise. The points are written at the top of an exercise card. Then he goes back and fishes again or another player takes his turn. Points are kept and totalled and the player knows how good a fisherman he is at the end of game time.

Type of children/2-6 grades. Adaptable to all grades depending upon child's interest and needs. Can use with 1-4 players at a time.

Construction materials/4-6x3 pieces of Poster Board, 5 cardboard boxes, 1 roll of Contact paper, 1 stick 2'x3' long, 1 strong magnet, 4 heavy duty metal paper clamps, 2 pictures each or replicas of 4 different types of fish, 1-18x24 Poster Board.

Construction/All 5 cardboard boxes 10x6x12 (length, width, height) are covered with Contact paper. Then attach picture of a fish to each box. The duplicate picture of that fish is mounted on poster board. That poster board is folded into a triangle shape so it will stand up. Then a heavy duty metal paper clamp is attached to the triangle fish shape. Now you should have 5 cardboard boxes covered in Contact paper with a picture of the 4 different fish on 4 of the boxes, on the 5th box, write "Let's Go Fishing" with a magic marker. The four triangle shaped fish are put into the "Let's Go Fishing" box. The piece of string and magnet are attached to the stick to make a fishing pole. In each of the 4 different fish boxes, place exercises of the type in which the student needs work. For example in **Perch** put word attack skills, in **Catfish** put comprehension exercises and so forth. This way we use his interest in the game to present practice in skills he is lacking. In each of the 4 fish boxes, place several exercises of a specific type. Then the game is ready.

Name/Mrs. Martha McWhorter
Route 1
Makanda, Illinois 62958

School/Cobden Unit Grade School

Position/Special Reading Teacher

LET'S GO FISHING RATING

Total Points

200 points	Can't be beat!
175 points	You win all the fishing tournament
150 points	That's the biggest fish I ever saw
125 points	Boy look at those catfish
100 points	Hey, you've got a nibble.
75 points	Put the fishing pole in the water, not in the tree tops.
50 points	Afraid of baiting the hook?
25 points	What a fisherman. Can't even find worms.

Yellow = Noun phrases.
Pink = Verb phrases.
Green = Preposition phrases.
Orange = Extras using pronouns, when, where, why, etc.

Name of item/Tops

Cost/$1.00

Purpose/The skill of sentence building from parts to a whole, can be made into a game. The object of the game is to collect as many cards, as one can, but also the player must combine his cards to make readable sentences.

Instructions/Beginning Play: Each player is given one card of each color and then puts his marker at bottom of game board to prepare to begin. If a player can make a "Readable Sentence" out of two or more of his cards he received, he does so before he takes his first turn. Then as he moves up the board he receives more cards: (one each time he rolls the die, the color corresponding to the block he lands on.) One point is scored for each sentence. The winner is not the player who gets to the top first, but who has the most points when he reaches the top.

Type of children/Note: A good habit in this game is to have each player read his cards as he receives them or earns them by his play. This will reinforce his ability to repeat the phrase correctly in a sentence.

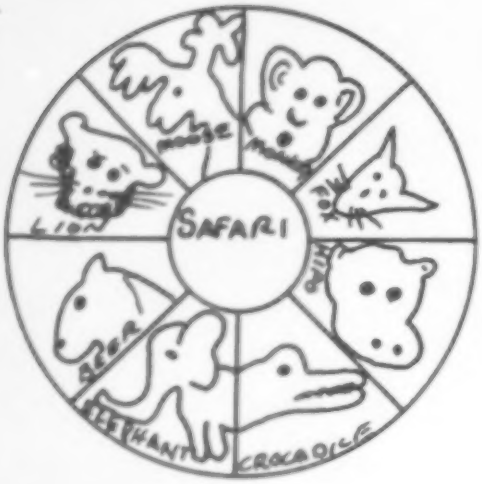
Construction materials/Game Board (bristol board 22½ x 28½). Four sets of cards color coded with Dolch's sight phrases typed on them. Four player markers. (paper clips with masking tape flags of different colors) Spinner or dice.

Construction/Game board is made on regular size bristol board, and can be color coded in any color which you choose (Maybe a student is having trouble distinguishing between certain colors, this would be good drill for him). Markers can be made of just about anything, paperclips are handy and inexpensive. The cards on which the sight phrases are typed are cut from scraps of construction paper the same colors as the game board.

Name/Deborah Braden
Rural Route 1
Cobden, Illinois 62920

School/Cobden Grade School

Position/Title I (Special Reading)
Teacher's Aide



POINTS	RATING
400 or ABOVE	THE VERY 'TOPS' IN HUNTING
350.....	HAS BAGGED MOST ANIMALS ON SAFARI
300.....	REALLY GOOD WITH A GUN
250.....	THEY NEED YOU ON THE HUNTING TEAM
200.....	NEED JUST A LITTLE MORE PRACTICE
150.....	YOU AREN'T A "QUICK DRAW McGRAW"
100.....	YOU CAN DEFEND YOURSELF
75.....	NOT TO HOT OF A SHOT
50.....	HAD YOUR EYES CHECKED LATELY
25.....	BETTER TAKE UP ANOTHER SPORT

Name of item/Let's Go On A Safari

Cost/$3.00

Purpose/Under each of the animal pictures several activities of a type which the students need work. For example, under the lion's head, we might put exercises on word attack; under the monkey's head, oral reading; and so on. This way we use his interest in the game to present practice in the skills he's lacking. If a student lacks greatly in one specific area, for instance, word attack skills, we might have several animals with exercises pertaining to that specific skill.

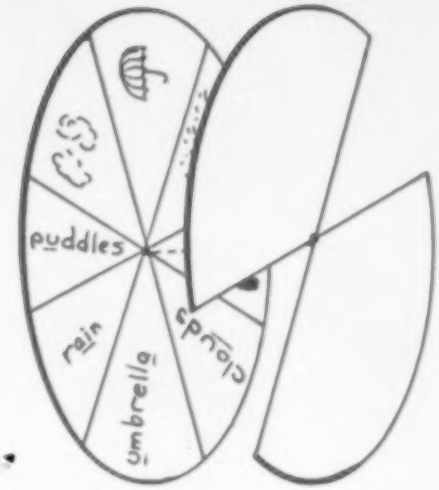
Instructions/Child uses game type plastic dart gun with rubber suction tip on dart. He shoots at one of eight animals or the center "Safari" circle. If the child hits the "crocodile", then he goes to the crocodile head picture, and performs a specific type of activity which is under each animal head. If he hits the "Safari" circle, he may choose whichever animal's picture he wants. The game is designed to be adaptable to the student and his needs.

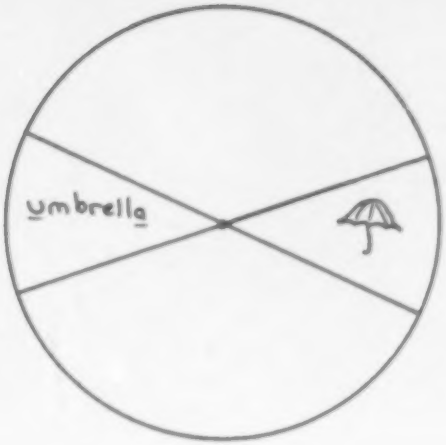
Type of children/Children in grades two through sixth. Of course the materials used in the game are chosen according to each child's reading level as well as his needs.

Construction materials/One large "Safari Board" 22½ x 28½ (Poster board)
One Dart Gun - Rubber Suction Darts
8 large pictures of animals already presented on game board. 18 x 24 Activity cards: puzzles, flash cards, skill papers, sight words, comprehension quizzes, alphabet recognition, oral passages, posters, phonic work, etc.

Construction/See top of sheet for illustration and rating sheet.

Name/Martha K. McWhorter **School**/Cobden Unit School **Position**/Special Reading Teacher
R. R. 1, Box 173
Makanda, Illinois 62958





Cost/5-10 cents

Purpose/Relating vowel sounds to words that contain the vowel sounds

Instructions/Readiness for reading - used for learning sounds of vowels and consonants

Construction materials/Cardboard, construction paper, glue, magazine pictures, fasteners

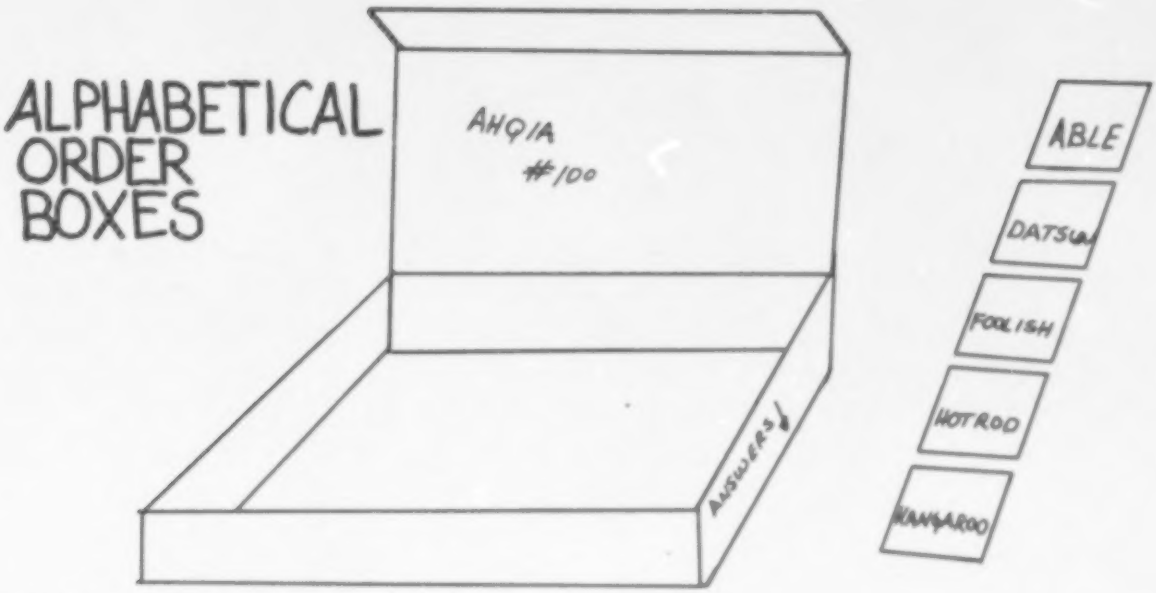
Construction/Cut out two circles of the same size, one from cardboard and one from construction paper. Find pictures in a magazine that relate to the vowel or consonant sound to be expressed by the tool.

Cut out 2 pie-shaped pieces from top circle. On right hand, bottom circle place picture so it can be seen through the upper circle's pie shaped viewer. Place word that identifies picture in left hand viewer.

i.e. – Map picture in right hand slot – word "map" in left hand slot.

Name/Gay L. Miller
109 Balboa,
Champaign, Illinois 61820

Position/Student



Name of item/Alphabetical order boxes

Construction materials/

1. Various small boxes
2. Magic Markers
3. Dictionary
4. 3 x 5 index cards, cards cut to size of box, computer cards.

Construction/Cut 5 to 6 cards to fit the size of box you are using. These may be cut from construction paper but I like to use computer cards which have been discarded. Using your dictionary, find 5 or 6 words which start with different first letters. Write these words on the cards – one per card. (If using computer cards, write on the back with magic marker.) On the outside of your box, with magic marker, write Alphabetical Order #100. (Use 100 series for words being alphabetized by one letter, 200 series for words being alphabetized by second letter, 300 series for words being alphabetized by third letter, etc.) The child will open this box, arrange the cards in alphabetical order and check, either by having the answers on the bottom of the box, or by your writing numbers on the back of the cards. The next box in the 100 series is 101, 102, etc. When the child is able to alphabetize words by the first letter, he may proceed to the 200 level. As the series becomes more difficult, you may use more than 6 cards.

Name/Sue Ridgley
1474 Greendell Drive
Decatur, Illinois 62526

School/Macon Grade School

Position/Departmentalized Fifth Year Reading

PICTURE ME

Name of item/Picture me

Cost/$1.50

Purpose/To make the child more aware of the people in his community. To help him realize some of his aspirations.

Instructions/The child should look through the hole. Behind it is a mirror, in which he will see himself. Underneath the holes there is a picture so the child will see himself as that picture.

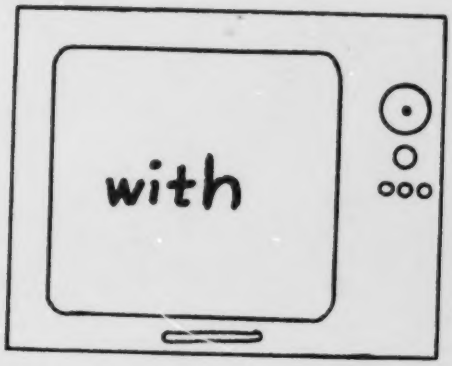
Type of children/Various types

Construction materials/Cardboard, cut out pictures, glue, pencil, and mirror

Construction/Use as many square cardboards as you like, all have to be the same size. A hole is cut in the middle of the cards, all in the same place. Behind the last page is a mirror. Under the holes pictures are placed with no head, so the child will be able to see his own face when looking through.

Name/Ravinia Hayes **School**/Northern Illinois University **Position**/Student
L627 South Hamlin
DeKalb, Illinois 60115

BE A STAR



Name of item/Be A Star

Cost/$1.00

Purpose/To reinforce their vocabulary words with an enjoyable game

Instructions/Slide the word sheets through the slots in TV. Have the children place a star on their card if the word is there. First one to fill their card wins. When kids seem to know words, cut out word and place in word bank. Introduce new words.

Constructions materials/Construction paper, scissors, magic marker, 1 small box per student, pictures of banks and card board.

Construction/Paper slips, slides through the holes so word appears on TV screen

Name/Julie Neybert
7132 South Springfield
Chicago, Illinois 60629

School/Northern Illinois University

Position/Student

Name of item/"Bear Hunt"

Cost/$1.50

Purpose/The purpose of this speech therapy activity game is to give each student practice in producing his speech sounds which need correcting or developing.

Instructions/This game may be used with any number of players. Each child chooses a moving piece. The children take turns spinning the spinner. After a child has moved his marker (following the bear prints), he is given a word or a picture in which contains the sound he needs correcting or developing. He is to say the word and put it in a sentence. If a child does not correctly articulate the word, the therapist takes time out and helps the child to correctly produce the sound. If a child lands on a bear print that is all brown, he **MUST** change places with another player (even if he is ahead of all other players). If he lands on a bear print that is all red, he **MUST** go back to the start. The child who reaches the bear first wins the game.

This game may be varied in several ways, depending upon what type of speech activity the therapist wants to elicit from the child. For example, this game may be used for an auditory training exercise by having the therapist say the words and having the child tell whether she said it correctly. The therapist may have the child produce the sound in isolation, in a word, or in a sentence. Words may also be written in the bear prints for variety. M&M's may also be placed on the bear prints as an extra incentive and treat for the children.

Type of children/This activity is adaptable to all grades depending upon the child's individual needs. Any number can play - recommended for 2 to 4 players. Level – K-6

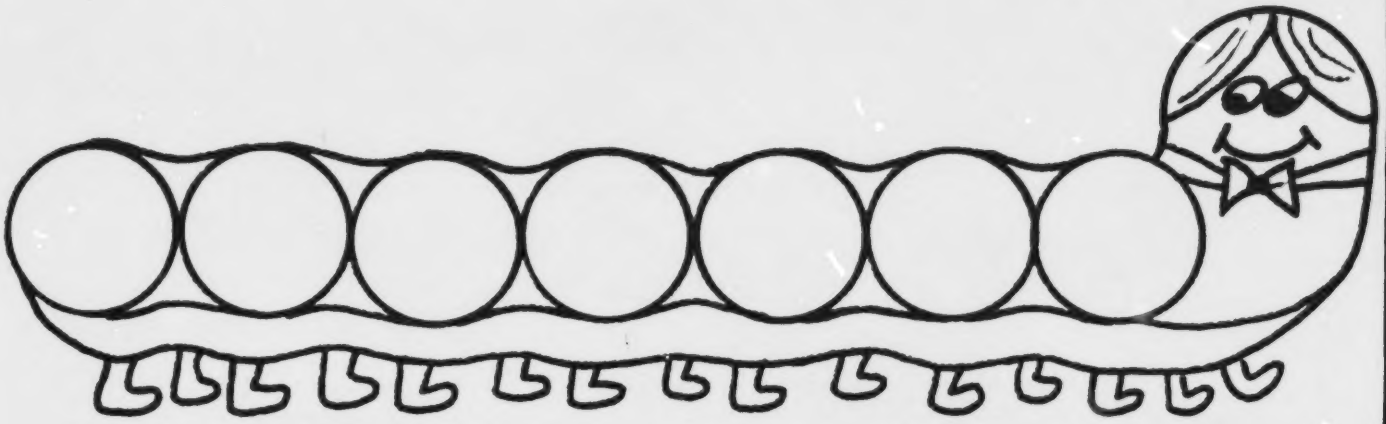
Construction materials/1. One poster board (28" x 23"); 2. magic markers; 3. moving pieces; 4. spinner - with numbers to 3; 5. M&M's optional 6. clear contact paper.

Construction/Take one sheet of poster board and draw bear prints and a bear on it (see diagram). For longer wear of the game, cover front and back with clear contact paper.

Name/Gail Malott
R. R. 2 Fredrick Street
Anna, Illinois 62906

School/Cobden Unit School 17

Position/Speech Therapist



CATERPILLAR RACE

Name of item/"Caterpillar Race"

Cost/$1.50

Purpose/The purpose of this speech therapy activity game is to give each student practice in producing his speech sounds which need correcting or developing.

Instructions/This game may be used with any number of players. Each child chooses a moving piece. The children take turns spinning the spinner. After a child has moved his marker (following the circles), he is given a word or a picture in which contains the sound he needs correcting or developing. He is to say the word and put it in a sentence. If a child does not correctly articulate the word, the therapist takes time out and helps the child to correctly produce the sound. If a child lands on a circle that is all green, he **MUST** change places with another player (even if he is ahead of all other players - He may even switch caterpillars if he chooses). If he lands on a circle that is all red, he **MUST** go back to start. The child who reaches the caterpillar's head first wins the game.

This game may be varied in several ways, depending upon what type of speech activity the therapist wants to elicit from the child. For example, this game may be used for an auditory training exercise by having the therapist say the words and having the child tell whether she said it correctly. The therapist may have the child produce the sound in isolation, in a word, or in a sentence. Words may also be placed in the circles for variety. M&M's may be placed on the caterpillar's circles for an extra incentive and treat for the children.

Type of children/Public School speech therapy students. Recommended for 2 to 4 players. This game is adaptable to the individual needs of each student. Level – K-6

Construction materials/1. two sheets of poster board (28" x 23"); 2. magic markers; 3. moving pieces; 4. spinner with numbers to 3; 5. Clear contact paper; 6. M&M's optional

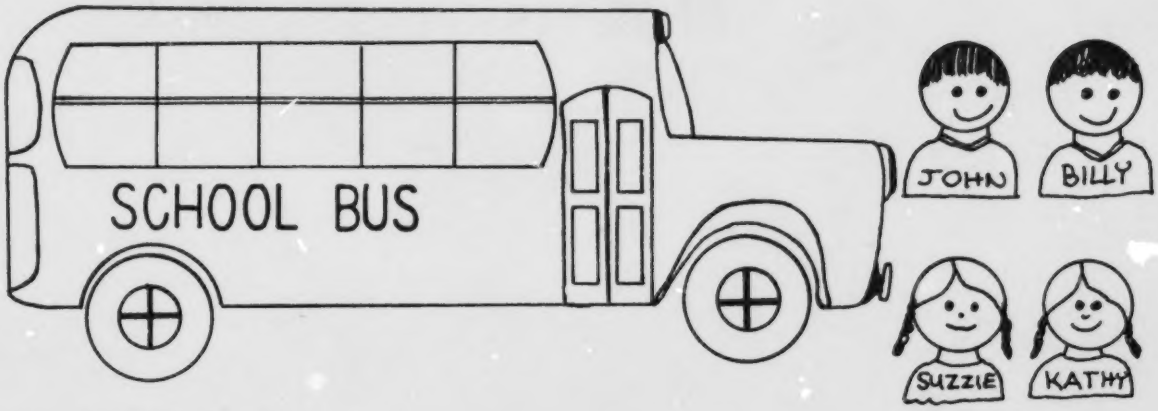
Construction/Take two sheets of poster board and place end to end. Draw two **long** caterpillars on them (see diagram). For longer wear of the game, cover front and back with clear contact paper.

Name/Gail Malott
R. R. 2 Frederick Street
Anna, Illinois 62906

School/Cobden Unit School 17

Position/Speech Therapist

WELCOME BUS



Name of item/Welcome Bus

Cost/36 cents

Purpose/1. To recognize printed forms of own name and names of others in class
2. To let every one know he came to school today on the bus
3. To discriminate boys and girls
4. To familiarize other children in building with names of these children

Instruction/1. Put out faces on table
2. Hang bus in hall outside room
3. When child comes to school he'll find his "face" and put it on the bus.

Type of children/Preschool speech and language impaired. Level – 2-6 MA

Construction materials/2 large yellow poster boards
8" x 11" tagboard, 1 for each child in class
clear contact or laminating paper

Construction/1. Put poster boards together to look like bus
Hang on wall or suspend from ceiling with string

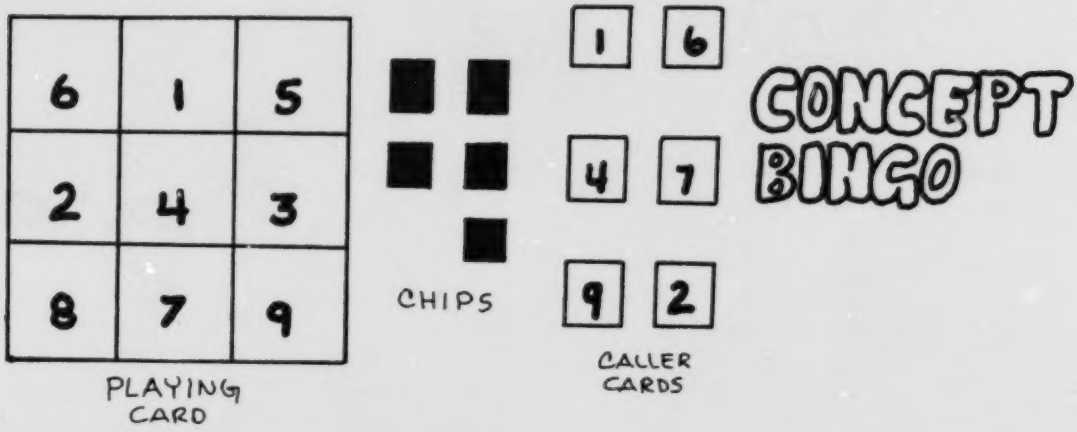
2. Make faces, 1 for each child in class. Match eyes and hair color to the child. Print his name on bottom. Laminate faces to "preserve" them!

3. Cut little holes in bus and insert paper clips to make it easy for children to put their face on the bus.

Name/Susan F. Gilbert
14291 Springtime Lane 201
Florissant, Missouri

School/Lincoln School (East Alton)

Position/Early Education Speech and Language Clinician



Name of item/Concept Bingo

Cost/$.00

Purpose/To develop visual and listening skills while learning colors, numbers, alphabet, protection words, or any concept desirable. Some concepts may be taught alone or with another. Ex.: color and numbers, alone or together.

Instructions/Played like regular BINGO, with 4, 9, 16, or 25 squares. Example: for number bingo, the child must find the number of the right color before covering it.

Type of children/Intermediate TMH (could be used in most special and regular classes)

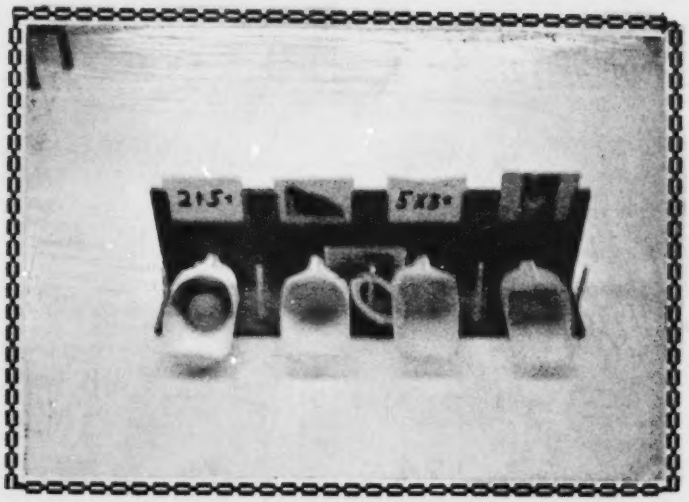
Construction materials/Cardboard, magic markers or crayons or pictures

Construction/Playing card: square cardboard divided into sections, each appropriately marked with concept to be taught.
Chips: small card board squares
Caller cards: card board squares marked with appropriate concept.

Name/Lisa Hlinka
204 Washington
Streator, Illinois 61364

School/Greeley School

Position/Intermediate TMH Teacher



TWO PLUS ONE ACTIVITY BOARD

Name of item/Two Plus One Activity Board

Cost/$2.00

Purpose/Develop gross and fine motor skills, spatial relationships, number relationships, etc.

Instructions/It can be used as a ring toss, ball toss, ball catch game. The various positions can be given different number values to build mass skills. The board can be used to teach word concepts, number concepts, color concepts, etc.

Type of children/Most types of handicapped children ages 4 - 9 years of age.

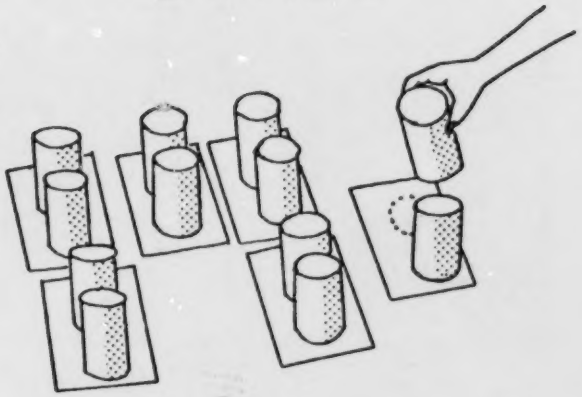
Construction materials/Wood scraps and plastic bottles and cardboard to make rings

Name/Robert Kufalk
Box 121, Rural Route 3
Oregon, Illinois 61061

School/Educational Service Region
Winnebago County, Rockford
Illinois

Position/Director of Special Education

SOUND BOXES



Name of item/Sound boxes

Cost/$1.50

Purpose/To assist child in development of auditory perception, discriminating between similar sounds, language stimulation, making selections, and matching.

Instructions/The child sorts the containers according to the sound made when he shakes them, placing each identical pair on an answerboard. He is then encouraged to name the objects which produce the sounds in the containers.

Type of children/Preschool, kindergarten and primary learning disability children with difficulties in auditory discrimination and language development.

Construction materials/Tagboard cut into squares, felt marking pen, empty (frozen concentrate) orange juice cans, masking tape to seal cans, spray paint, and two each: ½ cup rice, ½ cup sand, sets of pennies, jingle bells and small balls, 1 cup water and "moo" toys.

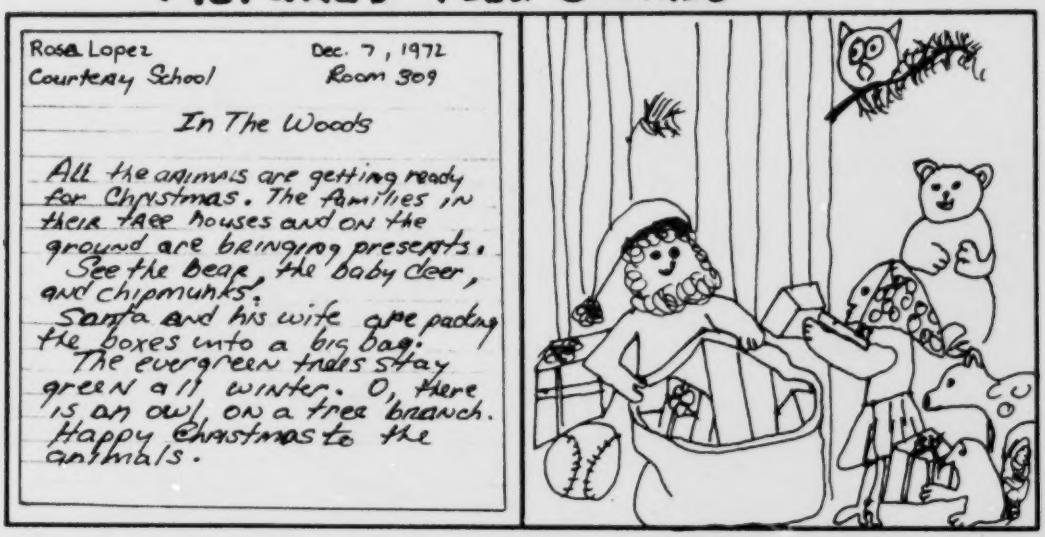
Construction/Orange juice cans are filled with the above objects and are sealed with the masking tape and then spray painted. Answerboards are made by cutting tagboard into squares; two circles, the size of the orange juice cans, are then drawn on each square with a felt marking pen.

Name/Barbara Lowenthal
299 Leslee Lane
Highland Park, Illinois 60035

School/Mark Twain

Position/Preschool Teacher of L.D.

PICTURES TELL STORIES



Rosa Lopez
Courtenay School

Dec. 7, 1972
Room 309

In The Woods

All the animals are getting ready for Christmas. The families in their tree houses and on the ground are bringing presents. See the bear, the baby deer, and chipmunks. Santa and his wife are packing the boxes into a big bag. The evergreen trees stay green all winter. O, there is an owl, on a tree branch. Happy Christmas to the animals.

Name of item/"Pictures Tell Stories"

Cost/Materials available on school supply list. Discarded magazines

Purpose/To develop verbal transcription of messages conveyed pictorially. Utilize children's developmental skills in language arts. Can be used for supplemental reading stories.

Instructions/Have children cut pictures of interest to them from magazines or newspaper photogravure sections. Oral class discussion of selected pictures. Children write own compositions.

Type of children/Primary EMH - Bilingual children; advanced EMH - Bilingual

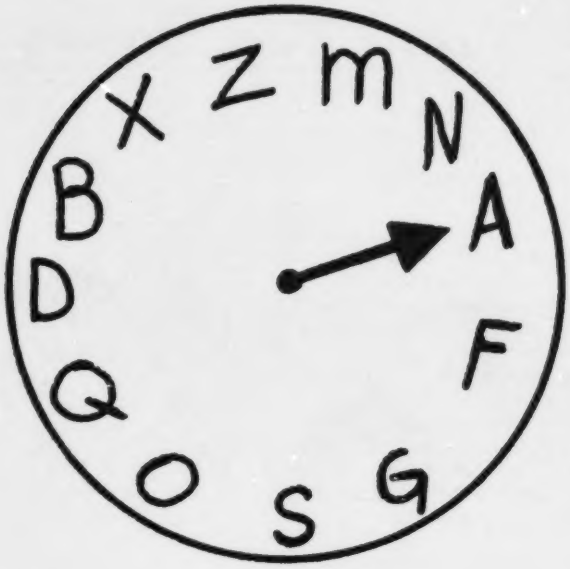
Construction materials/Discarded magazines, newspaper pictorial sections, construction paper for picture mounting, lined writing paper for compositions.

Construction/Mount picture on 9 x 12" or 12 x 16" colored construction paper. Place composition below picture. Child may make composite scrapbook of stories.

Name/Adelaide Bellows
9326 Kildare Avenue
Chicago, Illinois

School/Courtenay School

Position/Teacher, Primary EMH

SPINNER  GAMES

Name of item/Spinner Games

Cost/Less than $1.00

Purpose/Numbers, Phonic or letter. To practice

Instructions/One child spins arrow
Another that guesses is new "teacher"

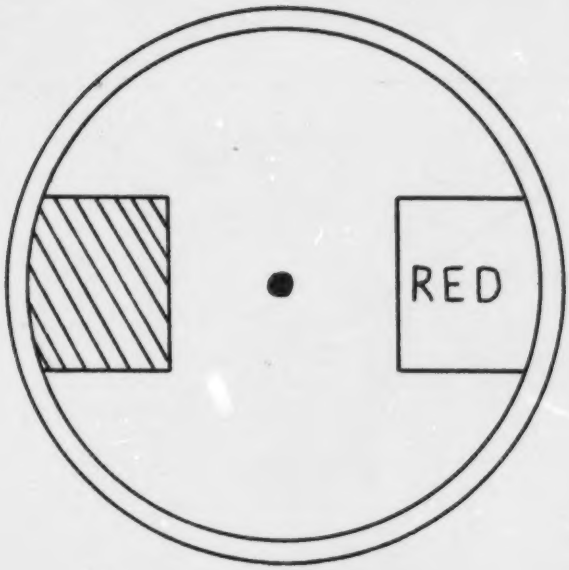
Type of children/Readiness level

Construction materials/Cardboard, crayons, paper fastener

Construction/Place letter, numbers or phonics on round card with a spinner

Name/Marlene Targ **School**/Courtenay School **Position**/Teacher - Special Education
542 West Surf
Chicago, Illinois 60657

COLOR-NO. WHEEL



Name of item/Color-No. Wheel

Cost/Less than $1.00

Purpose/Drill

Instructions/Independent study

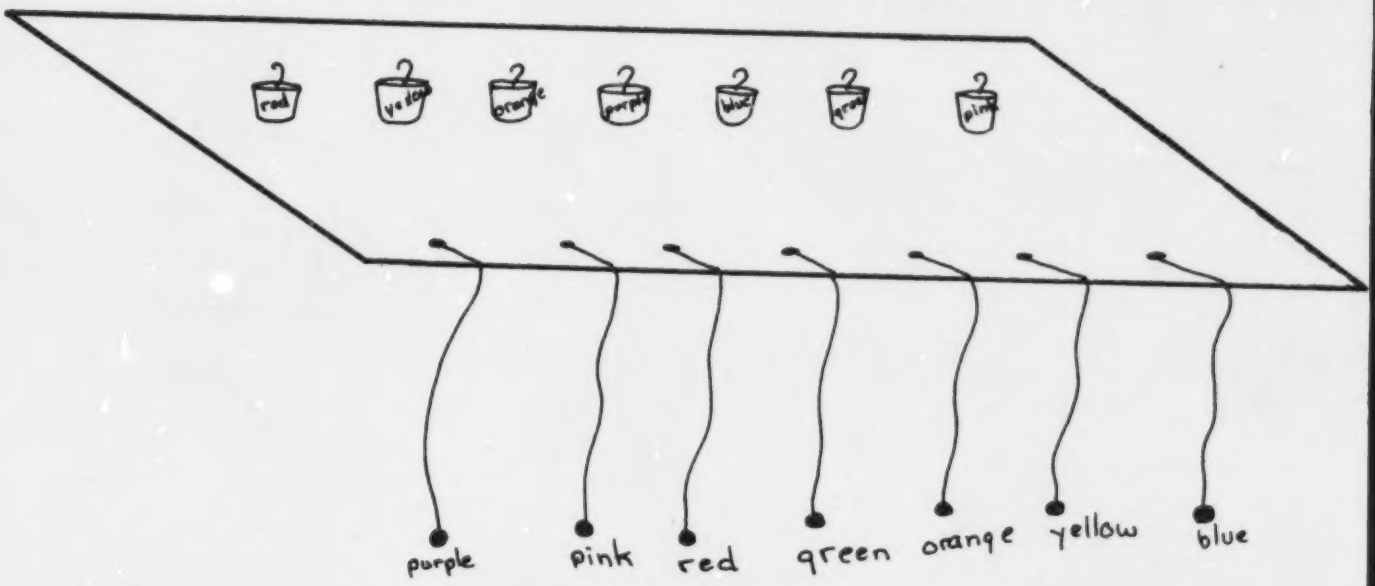
Type of children/Readiness

Construction materials/Cardboard, crayons, paper fasteners

Construction/Cut 2 circles, same size
Cut rectangles in the top circle
Put instructional material on bottom, showing in peepholes
i.e. color red on one side, word "red" on other
Fasten 2 circles in center

Name/Marlene Targ **School**/Courtenay School **Position**/Special Educator
542 West Surf
Chicago, Illinois 60657

MATCH AND WRAP BOARD



Name of item/Match and Wrap Board

Cost/50 cents

Purpose/Color matching
Motor activity

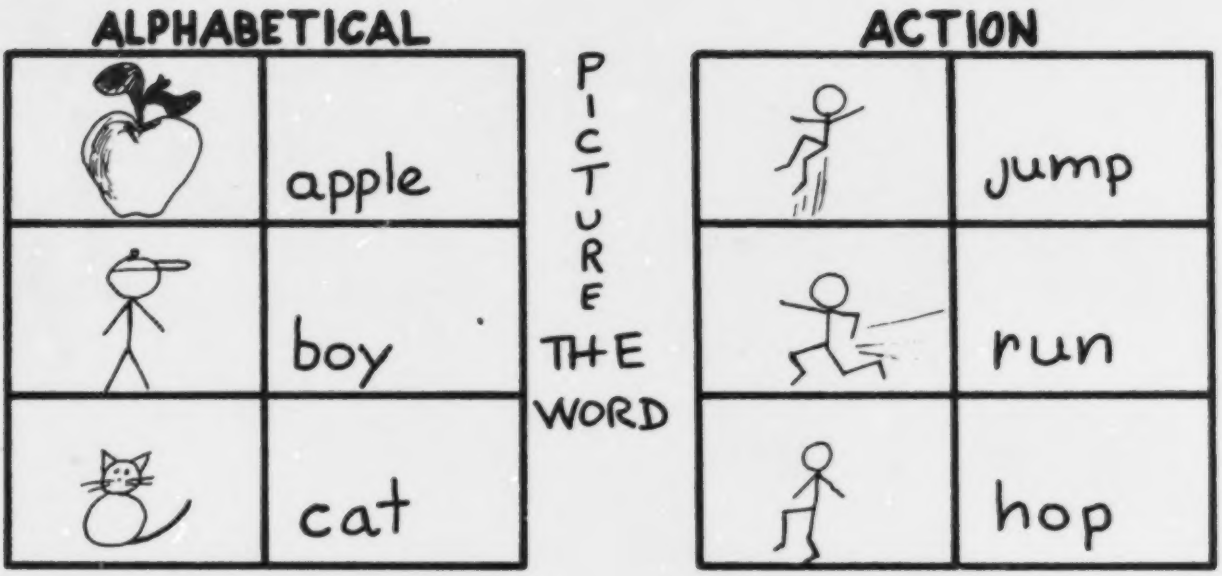
Instructions/The child matches a yarn strand with the color spool, wraps the yarn around the spool and fastens bead under cup hook

Type of children/Early Childhood Education, EMH, TMH, Kindergarten. Level – Preschool, Primary

Construction materials/Empty thread spools (4-8 depending on level of difficulty)
Board (6-24 inches)
4-8 strands of heavy rope yarn (various colors)
Paint for spools 4-8 beads 4-8 cup hooks

Construction/Nail painted spools to board. Nail long yarn ropes to lower edge. Tie large beads to ends of yarn or knot. Spools and yarns should be various matching pairs. Screw small cup hooks to top of spools.

Name/Jan E. Etherton **School**/Mid-Valley Special Education **Position**/Supervisor for EMH
1100 Geneva Road, 43 B
Saint Charles, Illinois



Name of item/Picture – The Word

Cost/$5.00

Purpose/Teaches alphabetical order. The association of the picture (or symbol) and printed word reinforces and clarifies meaning and develops memory. Children can help with pictures.

Instructions/Print the word that is represented by the picture

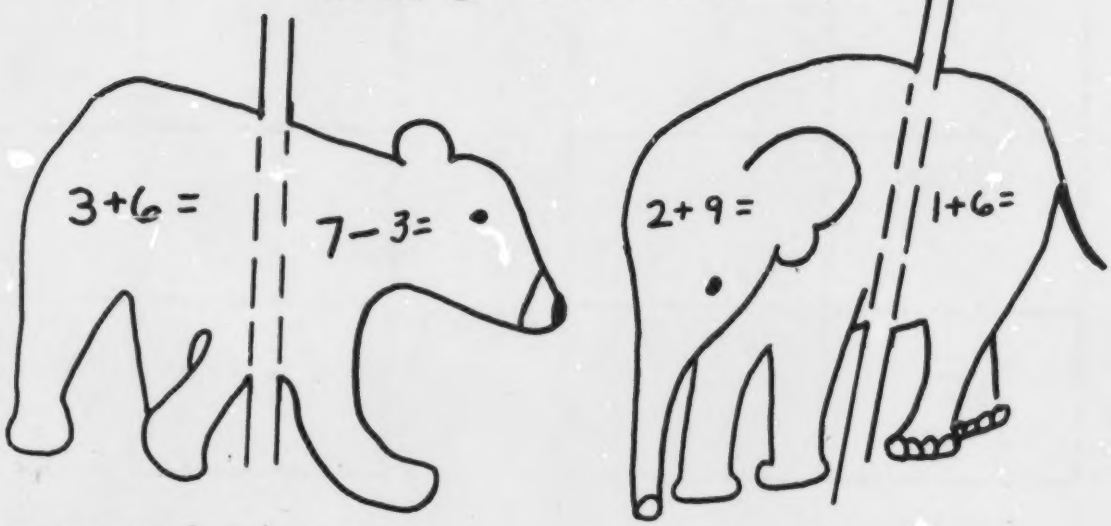
Type of children/Primary, Intermediate and Advanced EMH

Construction materials/Master copy paper, duplicating machine

Construction/A worksheet with simple picture to represent word in Reading, Spelling lesson etc. Space next to picture to print word.

Name/Mrs. Helene K. Blake **School**/Courtenay School **Position**/Adjustment Teacher
1508 West Cullom Avenue
Chicago, Illinois 60613

ZOO-MATHICS



Name of item/Animal (Zoo-Mathics) Outlines

Cost/29 cents for coloring book for animal outlines

Purpose/Children will work math problem. Teacher would check it. Child would cut out and past animal together.

Instructions/Teacher would draw or buy children's coloring book of animals. Teacher would copy outline of animal onto ditto master. Teacher would divide animal into various parts. Teacher would put math problems on each animal part.

Type of children/Primary EMH (8-11 years old)

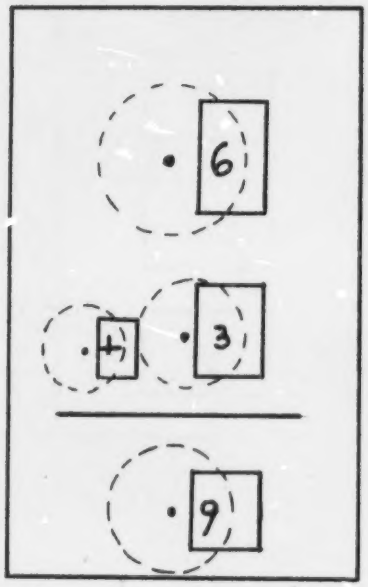
Construction materials/Children's coloring book, paste, scissors, ditto master.

Construction/Teacher traces animal parts onto ditto master. Teacher makes up math problem for each part. Child cuts out animal parts and pastes together. Teacher would have one completed animal on display in front of room.

Name/Lloyd Hanson
6619 North Onarga
Chicago, Illinois 60631

School/Courtenay School

Position/Teacher of Primary EMH



WHIRL -A- FACT

Name of item/Whirl-A-Fact

Cost/None

Purpose/Review addition and subtraction facts (could be used for multiplication and division)

Instructions/Three of the four wheels are dialed to establish an addition or subtraction problem. Then the student locates the proper answer on the fourth wheel. Another student can check the answer or he or she can write the problem and answer on paper.

Type of children/Primary EMH students. Level – Primary or older

Construction materials/Tag board, scissors, 4 brads

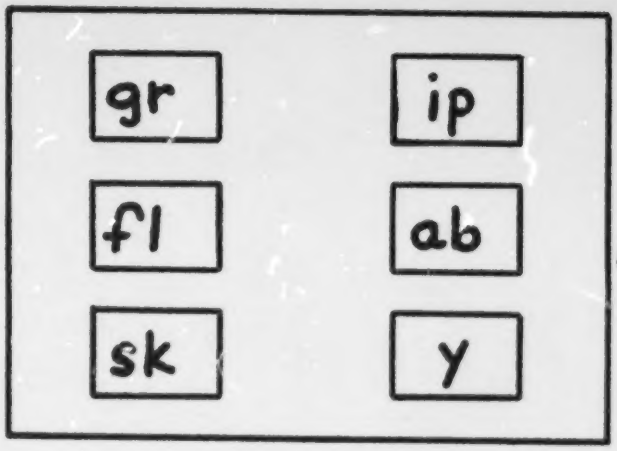
Construction/Make 3 three inch circles on which are written numerals you wish to use in the problems and answers. Attach these with a brad so one shows through each of the three windows. Make one 2" circle on which "+ and -" signs are marked and attach this to show through the small window.

Name/Sandra Voorhees
729 South Fifth Street
Princeton, Illinois 61356

School/Jefferson School

Position/Primary EMH Teacher

COMPUTE A WORD



Name of item/Compute A Word

Cost/60 cents

Purpose/To teach and reinforce the use of common word elements to form and pronounce new words. Such word elements as consonant blends, consonant digraphs, or compound words can be used.

Instructions/Using a game board the children combine the consonant blend cards on the left side of the board with the ending cards on the right side to form and pronounce real words. The child is allowed to keep the word element cards he uses. The child who has compiled the most cards at the end of the game is the winner.

Type of children/Special education classes with children ranging in age from 7-13 (EMH, LD, BD). Level – Grades 2-7

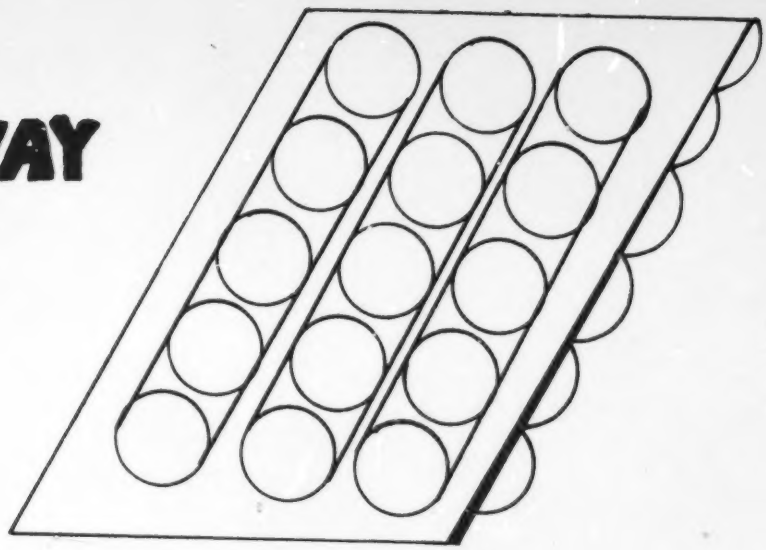
Construction materials/Tag board, index cards, colored marking pens

Construction/See diagram of playing board. Nine word ending cards are placed face up on each word ending square. Likewise word beginning cards are placed on the opposite squares (These squares can be color keyed) The board itself may be covered with contact paper for added strength.

Name/Mary Gaffney Poole
Qtrs. 60-64 R. R. 3
Wilmington, Illinois 60481

School/Channahon Grade School **Position**/L.D. Teacher

ROLL-A-WAY



Name of item/Roll-A-Way

Cost/Nothing

Purpose/Younger children - provides color recognition, eye and arm coordination; older children scoring points (5) for successful roll.

Instructions/Tilt the board against the wall and roll the colored balls into corresponding colored holes. One point for successful attempt - 25 wins!

Type of children/EMH preprimary - can be used with TMH and older groups

Construction materials/Paper mache balls made before hand to match colored rows, fruit separator trays (from local supermarket)

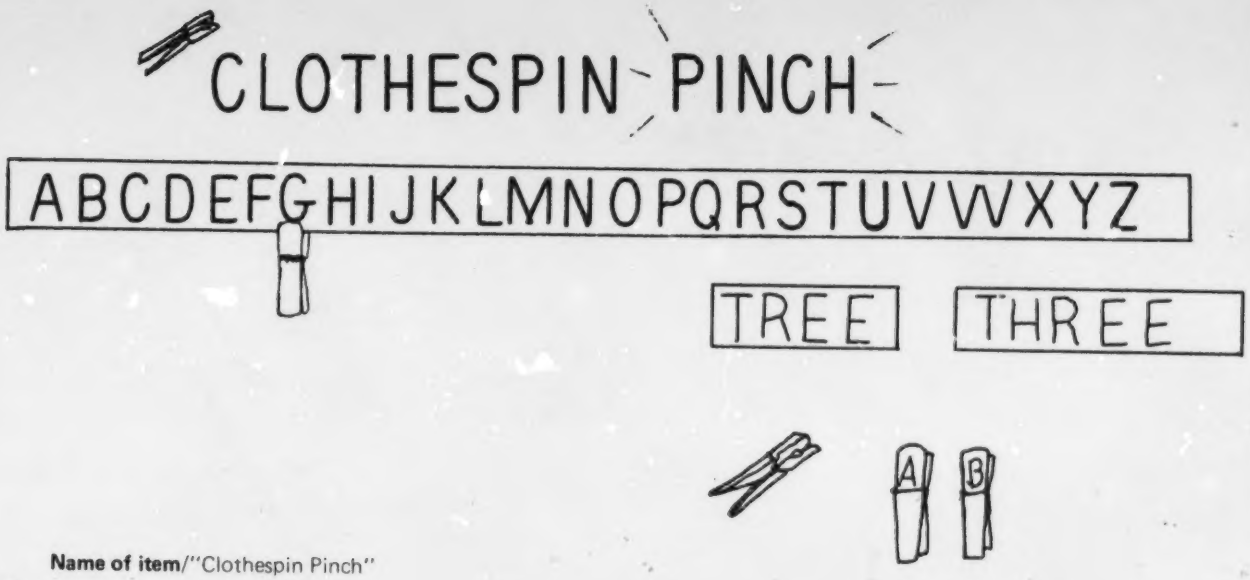
Construction/Paint the various rows different colors (can be worked in with a lesson) and papier mache balls to match.

Name/Linda Stenstrom
3643 North Lotus
Chicago, Illinois 60641

School/Courtenay School

Position/Pre-Primary EMH

CLOTHESPIN PINCH



Name of item/"Clothespin Pinch"

Cost/60 cents

Purpose/The exercises are designed to improve:

1. finger dexterity
2. visual discrimination
3. left to right direction
4. visual sequencing
5. memory skills

Instructions/Supply the child with an alphabet stick and clothespins with 26 letters. Ask him to study the first letter, find the clothespin with this letter, and "pinch" it in the proper place. Move from left to right. Continue until alphabet is finished.

Supply the student with word strip and the required clothespins. (listen) "l" "i" etc. Ask him to "pinch" the clothespin in place, moving from left to right, studying the word as he does so.

Type of children/Readiness training preceeding use of Michigan Tracking (Visual) Program.

Alphabetical Order - discrimination of letter forms
Memory for letter sequence
Spelling - Memory for letter sequence

Level – Grade 1 - regular Primary L.D., E.D., E.M.H., Grade 1 - L.D., E.D., E.M.H., Grade 2-6

Construction materials/1. Wooden "pinch-type" clothespins (about 30 to 35)
2. Wooden slat (like in bottom of window blinds) or cardboard strip 1" x 30".
3. Tagboard or thin wood strips (1" x 6")

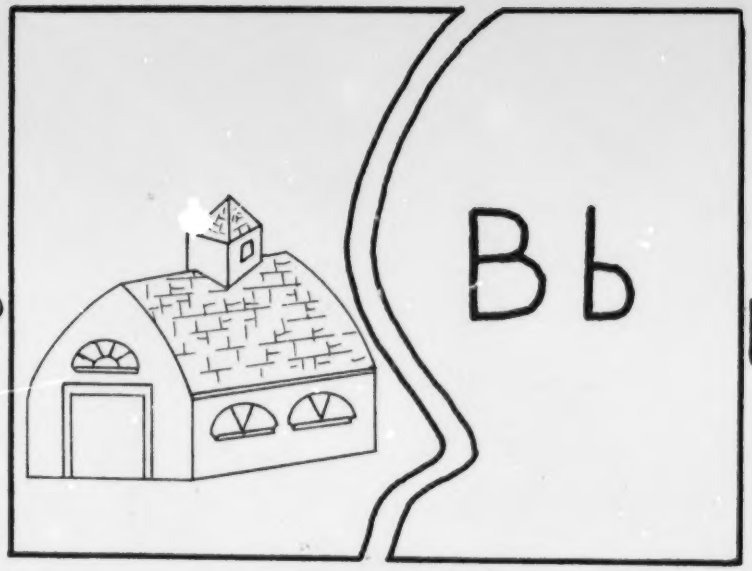
Construction/1. Use a felt tip pen to print letters on tag board or wooden alphabet strip.
2. Print word cards to be used in spelling and memory training.
3. With felt tip pen, print one letter on each clothespin making extra clothespins if desired for double letters in words.

Name/Estherdale Stephens
18420 Homewood Avenue
Homewood, Illinois 60430

School/Special Education Cooperative of South Cook County (S.P.E.E.D.)

Position/L.D. Consultant

ALPHABET PUZZLE CARDS



Name of item/Alphabet Puzzle Cards

Cost/$1.80 per set of 26

Purpose/To reinforce sound (in initial or final position) and symbol correspondence. Can make sets for upper or lower case letters, initial blends, digraphs. Virtually indestructible.

Instructions/Children individually or cooperatively fit puzzle pieces together making sound symbol associations. Good for free time activity.

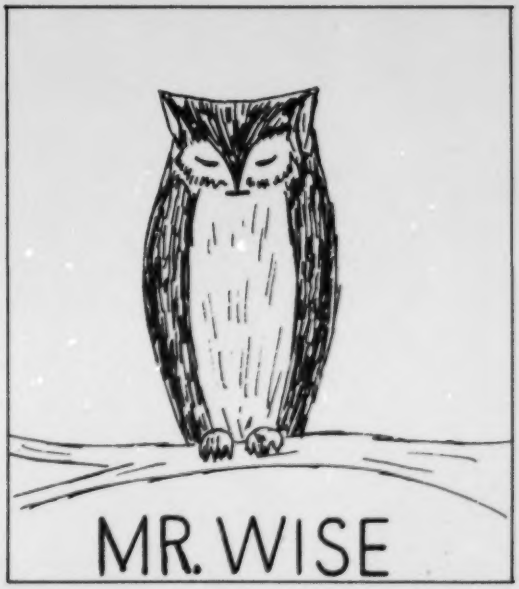
Type of children/Primary emotionally disturbed children. Level – Ages 7-12 (Primary Grade Level)

Construction materials/1. Laminating machine (if not available, cards can be covered with clear contact paper as I have done)
2. Golden Book of A, B, C's (for pictures)
3. Poster Board

Construction/1. Cut poster board in uniform rectangular shapes
2. Glue pictures and corresponding initial or final consonants blends or digraphs on cards
3. Cover individually with clear contact or laminate
4. Cut pieces in half in irregular, unique shapes, so they fit together only with corresponding letter.

Name/Nancy G. Sutherland
4980 North Marine Drive #431
Chicago, Illinois 60640

School/Lawrence Hall School For Boys **Position**/Teacher



Name of item/Mr. Wise

Purpose/Remedial tool to use as an extra activity for those who don't succeed at seatwork.

Instructions/Mr. Wise is an answer owl. It is to be used with another child who reads the questions and feeds the answers out of his mouth to be used by other student-on mat board.

Type of children/Kindergarten, first grade

Construction materials/Mat board, tacks, glue, feathers or construction paper

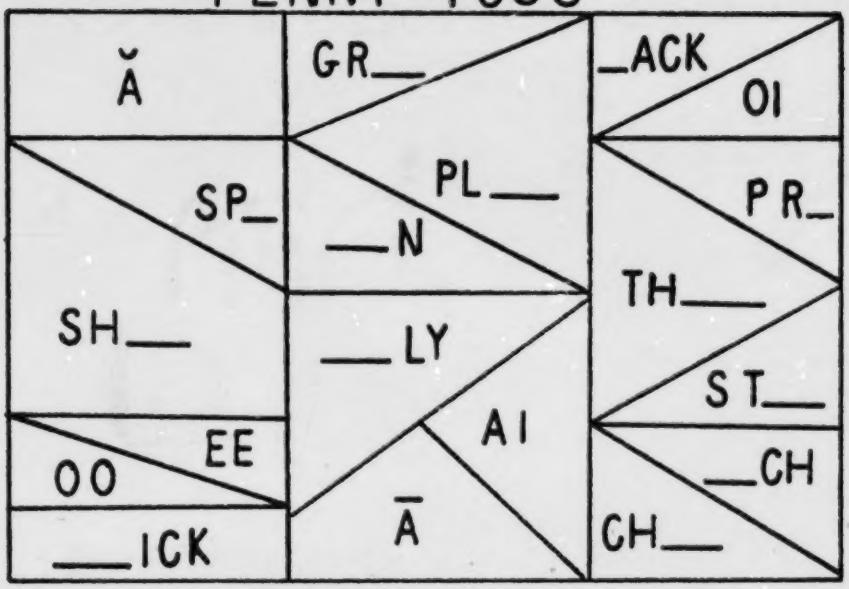
Construction/Owl is made of cardboard, wings are tacked on for mobility. He can be colored or feathers or construction paper can be glued on for touchability. Slit is cut open for mouth so answers can appear for child to use.

Name/Camille Kasprzak
6102 Lincolnshire
DeKalb, Illinois

School/Northern Illinois University

Position/Student

PENNY TOSS



Name of item/Penny Toss

Cost/Nothing – $1.00

Purpose/To develop decoding skills. To review and practice understanding the sounds represented by letters and clusters and endings. It can be adapted to meet any need of an individual.

Instructions/A child gets a partner or in a small group and takes turns tossing a coin on the cardboard. On whichever space the penny lands, the child must think of a word that has the same sound at the beginning or end or the same vowel sound.

Type of children/Anyone who needs phonics drill or instruction. Level – First, Second, Third grade. Remedial intermediate grade.

Construction materials/Piece of cardboard about 9" x 9" - 2 magic markers - clear contact paper

Construction/See diagram. Cardboard covered with clear contact paper.

Name/Sister Annette Embrich
Main and Chartrand
Prairie du Rocher, Illinois 62277

School/Prairie du Rocher
Community Consolidated

Position/Elem. Primary Teacher

CLAY LETTERS

Name of item/Tactile Clay Letters

Cost/$1.00

Purpose/To use kinesthetic sense to strengthen sound-symbol correspondence.

Instructions/Children roll "snakes" from clay, then shape into letters. Individual letters can be used to construct sight words which need strengthening and reinforcement.

Type of children/Slower learners, children who have difficulty with sound-symbol correspondence. Level – First and Second grade

Construction materials/Sticks of oil-base clay or salt, flour, glycerine, and food coloring

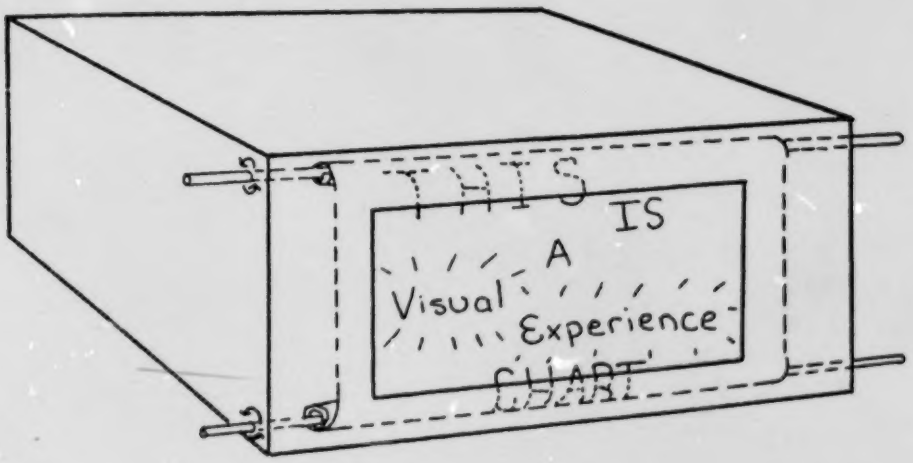
Construction/Children roll "snakes" from clay, then shape into letters. Children can also model objects to match with letters; i.e. "monster" for /m/ or "bat" for /b/.

Instead of using plasticene, teacher might want to have students help make own clay: 2 parts flour, 1 part salt, 1 tsp. glycerine for each cup of flour, enough water to give proper consistency, food coloring as desired.

Name/Mrs. Kathy Hummel
104 McLeod Avenue
Charleston, Illinois 61920

School/Carl Sandburg

Position/Teacher, Grade 1



Name of item/Visual Experience Chart

Cost/?

Purpose/The mentally retarded child often requires much more than verbal instruction. In using this instructional tool the student receives visual stimulation and verbal reinforcement.

Instructions/It can be used to present many different kinds of educational instruction through visual experience. Verbal interaction between class and teacher help to reinforce the learning process.

Type of children/Primary level 6 through 9 years of age

Construction materials/Cardboard box - poles - paper

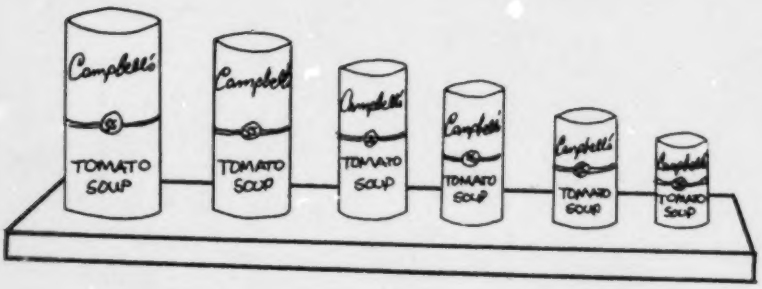
Construction/A cardboard box with the front of box cut away. Drive two poles (they may be pipes, broom sticks, dowel rods, etc.) through the box. Prepare a roll of paper with drawings or pictures cut out of magazine imposed on the paper. By turning the poles can rotate the picture.

Name/James M. La May
6 West Eureka Avenue
Lemont, Illinois 60439

School/Northern Illinois University
DeKalb, Illinois

Position/Student

SOUP CAN SEQUENCE



Name of item/Soup Can Sequence

Cost/$1.75

Purpose/To aid children in both visual discrimination and sequence

Instructions/Remove the six "soup cans" from the base and place them randomly around the immediate area. Then proceed to ask the child to place the cans on the base and into a specific order, either smallest to largest or largest to smallest.

Type of children/I have used this both for remediation and testing with special and regular primary age children. Level – Primary

Construction materials/6 empty food cans, varying in height; red and white construction paper; clear contact paper; wood 6"x24"x1". 24 finishing nails; X-acto knife

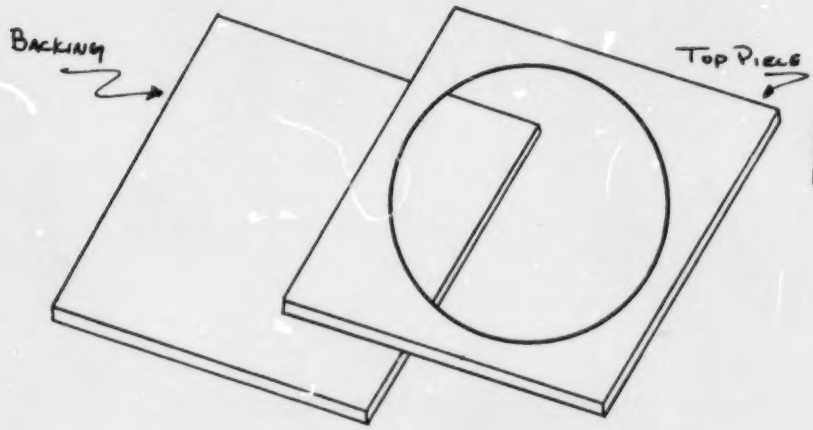
Construction/Take each can and cut red construction paper to fit around the entire can (like a label) then measure ½ of width of each red paper and cut a piece of white construction paper that size. Glue white paper on red. Then take another piece of white paper and use an X-acto knife to cut out the words CAMPBELL'S and SOUP and the emblem (use a real soup can label as an example). Out of red paper cut the word TOMATO. Do this for each of the 6 cans. Remember to scale the words down to the size of the can. After all of the words have been cut, glue these to the labels you had cut in the beginning. Cover each of these with clear contact paper leaving an excess of about 1" on either end (lengthwise). Wrap label around the can (make sure the opening of can is at the bottom). The excess contact will hold it on. To make base: Sand board, then using the smallest can as a guide, hammer nails into wood using 4 nails per can. Space the cans equally on the board and place the nails so that the smallest can just slips over **each** set of 4 nails. As a finishing touch, take the smallest can and place it over all 6 sets of nails, tracing the can each time. This is to aid the child in knowing where a can belongs. See diagram. (top view)

Dots are nails – circles drawn around can.

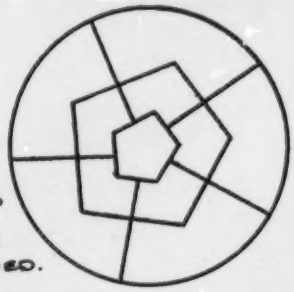
Name/Claudia Monaco
1835 North 76th Avenue
Elmwood Park, Illinois 60635

School/Juliette Low

Position/Student Teacher



MATH PUZZLE



THE CENTER IS ONE PIECE AND IS GLUED TO BACKING. ALL OTHER PIECES CAN BE REMOVED.

Name of item/Math Puzzle

Cost/Under $2.00

Purpose/The puzzle acts as an aid to number recognition and counting. The child sees a relationship between quantities and numerals.

Instructions/With puzzle pieces out, child finds numeral which matches the number of stars. Child also finds correct quantity for numeral. The color acts as an reinforcement.

Type of children/The puzzle can be used with any primary math class. The golf tees help a physically handicapped child grasp the pieces better.

Construction materials/2 pieces of illustration board, matte knife, construction paper (different colors), glue, golf tees, yarn, stickers.

Construction/Begin by cutting a circle out of 1 piece of illustration board. The second piece is used as backing. Cut pieces out of circle. Cut construction paper to fit pieces and glue. Make holes in pieces, cut off tips of tees, and glue in hole. Glue on yarn numerals and put on stickers.

Name/Kathryn C. Rogers
340 Oaklawn
Elmhurst, Illinois

School/Northern Illinois University

Position/Student

Name of item/"Following Directions"

Cost/Nominal

Purpose/To emphasize the need for complete item reading rather than making of assumptions, relative to directions given any endeavor.

Instructions/Present as an impromptu quiz. Supply each student with blank answer sheet (8½x11) No prior preparation

Type of children/Unmotivated. Level – 11 and 12

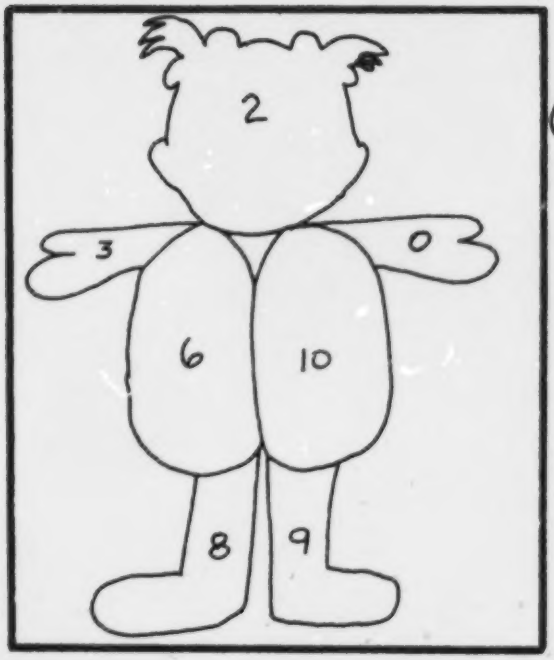
Construction materials/Duplicating machine

Construction/See below. Modifications per individual need and creativity of teacher. May be adapted to subject matter.

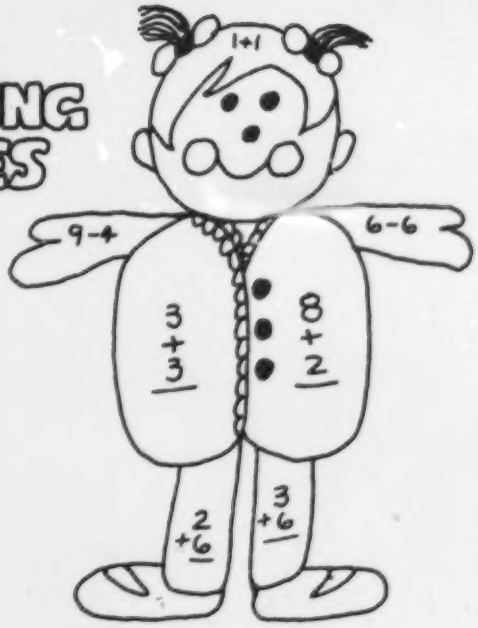
FOLLOWING DIRECTIONS

1. Read all directions before starting to write on answer sheet.
2. Turn the sheet of paper you have been given so that the short sides are the left and right sides.
3. Now number from 1 through 11 along the left side of the paper, but omit number 6. Try to leave space between numbers. (use all of left side for numbers)
4. Draw five (5) small squares beside the number 1 on your paper.
5. Put an "X" in each square, except the last square. In the last square, put a circle.
6. Draw a triangle around number 2 on your paper.
7. Count the number of girls in the class and print the answer next to number 3 on your paper.
8. Multiply the number next to 3 by 3 and print this answer next to number 4.
9. Beside number 5, print your last name backwards.
10. Beside number 7, draw the symbol which means plus or addition.
11. Draw a horizontal line from number 8 to the right edge of the paper.
12. On the back of the paper draw the peace symbol.
13. Next to number 9, repeat what was asked in number 4, except draw circles instead of squares.
14. Print the name of the day today, next to number 11.
15. Answer "Yes" or "No" (Print) next to number 10 to the question, "Was doing all this interesting?"
16. Fold your paper once with a vertical fold in the middle of the paper so that your answers show after folding.
17. Raise your left hand above your head and keep it there for 5 seconds, exactly.
18. Relax quietly and wait a while.
19. Put your name in the upper right hand corner.
20. Ignore all directions except number 19.

Name/Otto G. Salava **School**/York Community High School **Position**/Teacher - Coop. Education
707 Pleasant Place
Streamwood, Illinois 60103



SELF CORRECTING PUZZLES



Name of item/Convert wooden or cardboard frame puzzles into self correcting ones

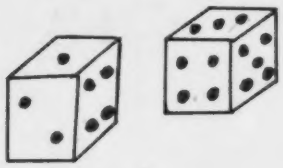
Cost/None

Purpose/Teach math skills, homonyms, contractions, vowel sounds. The possibilities are endless and puzzles can be made to teach any skill a teacher happens to be working on.

Instructions/Children read the "clue" or question on the back of each puzzle piece. They then turn the piece over on its answer. When all questions are answered, the puzzle is finished. This is self correcting since the puzzle will not fit together if questions are answered incorrectly.

Name/Karen Zeleny **School**/Lincoln **Position**/First and Second Grade Teacher
2506 South 50th Avenue
Cicero, Illinois 60650

MAJOR CITIES AND STATE CAPITALS OF THE UNITED STATES



Name of item/Major Cities and State Capitals of the United States

Cost/$1.00

Purpose/The game gives the child a fun and exciting way to learn the location and important information about the major cities and state capitals of the United States.

Instructions/The child starts in New York and travels through different cities. Each city counts a one space. The child uses two dice. At each city that child has to fill in the answer sheet. 1. Name of the city and whether or not it is a capital 2. Important fact about the city.

Type of children/Fifth Grade Class - Normal Classroom
Physically Handicapped Class - Fourth Grade

Constructions materials/An overhead projector is needed to project a map of the United States up on the wall so that it can be enlarged.

Construction/You just have to blow up the map of the United States by using an overhead projector. Trace the outline of the states and put the major cities and capitals on the maps - stars for capitals - circles for the major cities. Then connect the cities with a line starting in New York and ending in Washington, D.C. The child rolls the dice and moves that number of cities. He has to fill in the answer sheet for each city he lands on. Directional cards can also be used. Examples: You have to pick a red card each time you land on a circle. They are like traffic jam, lose a turn, or expressway clear, move ahead two cities.

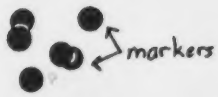
Name/Henry A. Gmitro
244 Wilmette Avenue
Glenview, Illinois 60025

School/Northern Illinois University

Position/Student

LEARN-O

is	the	there	this	it
his	go	gone	with	than
of	which	when	all	off
old	saw	where	has	them
was	then	what	hand	tell
will	one	want	me	went



MASTER COPY

the
go
gone
with
me
all
(etc.)

Name of item/Learn-O

Cost/

Purpose/Reinforce word recognization skills and improve basic sight word vocabulary.

Instructions/Same as Bingo

Type of children/Slow readers in first grade

Construction/See diagram

On Friday the child with the most wins was allowed to be the caller, also on Friday we gave rewards or prizes.

To gain speed in sight reading, I would call off several words rapidly until one had Learn-O ed.

With every group of new words we made new cards and added to old ones.

Name/Della McMahan **School**/Wolf Lake **Position**/Teachers Aide
Box 102
Wolf Lake, Illinois

INSTRUCTION WHEEL

Name of item/Instruction Wheel

Cost/$2.00

Purpose/This can be used as a self-check test, drill, identification and adapted to fit all areas of instruction as well as levels - age groups.

Instructions/A prepared disk is slipped between the two wheels so that the question appears through the window on the top wheel. Answers are placed on the hooks on the top wheel. The wheel is turned, the child reads the question and points the pointer to the correct answer.

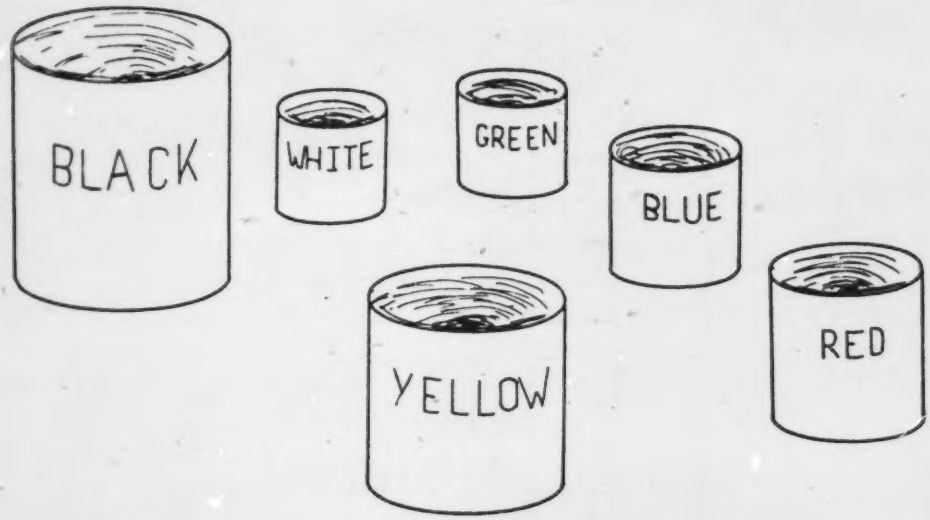
Construction materials/Hardboard, nut and bolt, paint, hooks, paper for discs and top answers. Suction cups for bottom base, screw in cup hooks

Construction/Two 13" wheels are cut out with one wheel having a cut-out window in it. A small pointer is attached in the middle. There is a disc between the two wheels and it is held together with a nut and bolt.

Name/Heather Baird
723 North Haddow Avenue
Arlington Heights, Illinois 60004

School/Northern Illinois University
DeKalb, Illinois

Position/Student



Name of item/Recognizing Color

Purpose/To aid in color discrimination using red, blue, white, yellow and green, and to associate the color with its written name.

Instructions/The student is to take all the colored items in the box and put them in the right box coordinating with its color.

Type of children/EMH, normal. Level – Primary - intermediate

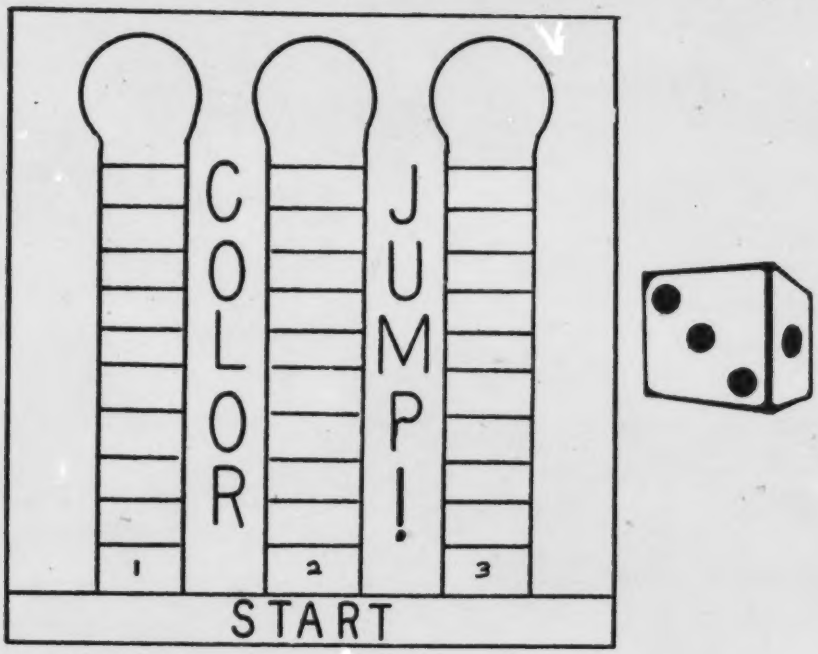
Construction materials/Several different objects that are one color being either all red, blue, green, yellow, or white.

Construction/One large box that is black. Five smaller boxes all the same size: one painted red, one painted blue, green, white, and yellow. On the side of each box is printed the name of the color. Coffee cans can also be used.

Name/Mary Ann Grisham
858 Bluff City Boulevard
Elgin, Illinois 60120

School/Northern Illinois University
DeKalb, Illinois

Position/Student



Name of item/Color Jump

Cost/50 cents

Purpose/To be used with primary EMH class or preschool regular. The game aides in identification of the colors – black, white, yellow, red, green, purple and blue.

Instructions/Each child takes turns to roll die and moves forward that many number of spaces. On each move that person must identify the color on his run. If the child cannot identify the color he must move backward 2 spaces. The first to reach the end of the board, "wins".

Type of children/Primary EMH or preschool regular class

Construction materials/1 piece of tag board - paint or magic markers of black, blue, purple, red, green and yellow. One die with only the number 1, 2, and 3.

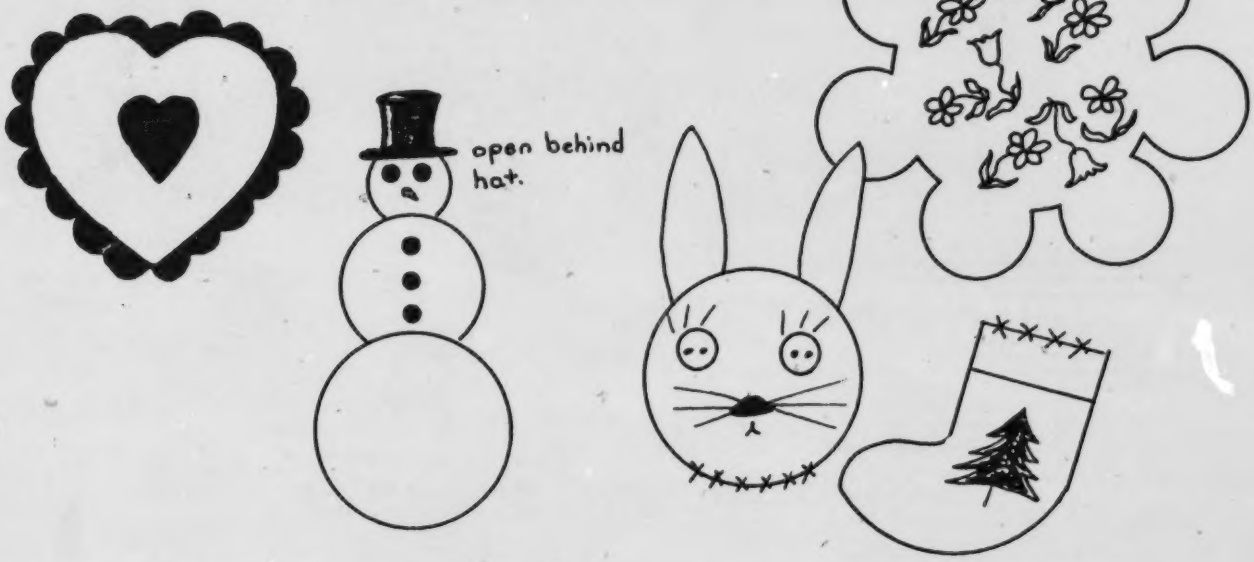
Construction/Colors are painted on playing board or with magic markers. Each box is colored a different color.

Name/Patricia McCrystal
609 Avenue A.
Sterling, Illinois 61081

School/Northern Illinois University
DeKalb, Illinois

Position/Student

CONCENTRATION GAME CARD HOLDERS



Name of item/Concentration game card holders

Cost/Maximum $1.00 each

Purpose/These holders heighten a child's interest in word drills. They provide a new stimulating, colorful change for use with drill cards.

Instructions/Any number of picture or word card sets (2 suns, etc.) are placed in the holder. The first child draws 1 card, names the object and if the sounds are correct, he can keep the card. The next student responds in the same manner. If this player or any subsequent player draws a card matching one previously drawn, then he gets both cards as a match. Ex. 1 gets sun, 2 gets seal, 3 gets sun and then gets the sun card from 1. The game continues until all cards are drawn. Structured sentences may also be used before a player draws.

Type of children/I have used these holders with children from preschool age through grade 3 and with primary EMH.

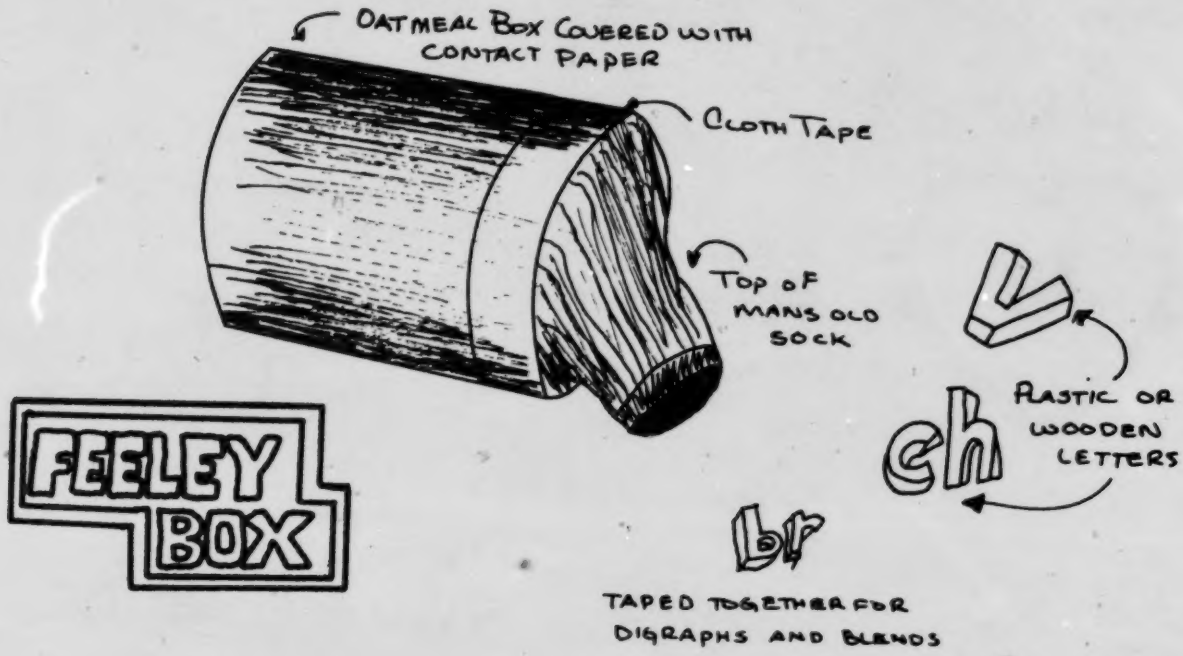
Construction materials/Scraps of various cloth material, laundry marker, buttons, various sewing trims, etc., sewing machine

Construction/I use different holders for each holiday or season. Each one is made with a front and back piece of material sewn together on 3/4 of the circumference. The opening allows the children to put the cards inside and reach their hands in. Valentine: I used red and white material with lace edging. Easter: I used pink and white material. Ears are reinforced with interfacing or cardboard, but the latter is not washable. Christmas stocking: I used red material with any Christmas type decoration. Snowman: I used a sweatshirt (inside out) for textured effect. Spring flower: use any flowered material. Cost: maximum $1.00 each.

Name/Mary Hayes
R. R. 1
Henry, Illinois

School/Jefferson

Position/Speech Therapist



FEELEY BOX

Name of item/Feely Box

Cost/$4.00

Purpose/Tactile reinforcement of
a. letter names or
b. initial consonant sounds or
c. final consonant sounders or
d. blends and digraphs

Instructions/2-3 children per box. 1 child turns his back and covers ears while others select letter for "It" to guess just by feeling. Set rules according to readiness of players. If students are ready for skill (d) tape 2 or 3 letters side by side (sm, th, squ, etc.)

Type of children/All levels of ability, but especially useful with slow learners because they enjoy it so much. Level – First or Kindergarten

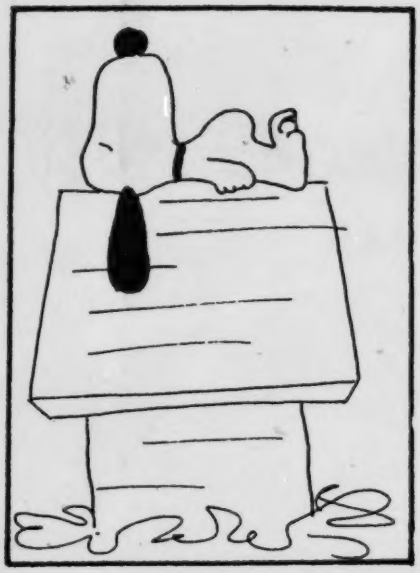
Construction materials/Small oatmeal box, cloth tape, man's old sock, contact paper plastic or wooden letters

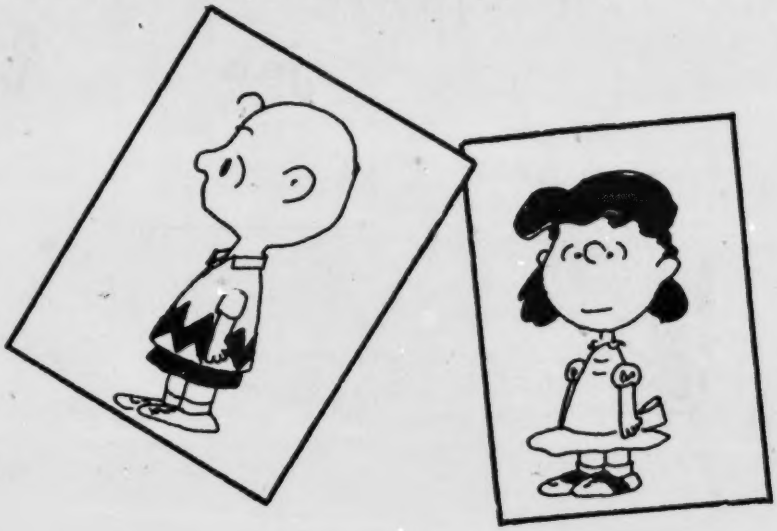
Construction/Obtain plastic or wooden letters. Cut off sock at ankle. Stretch cut end of sock over open end of box, staple around, then tape with cloth tape. If desired, cover with cheerful contact paper.

Name/Kathy Hummel
104 McLeod
Charleston, Illinois 61920

School/Carl Sandburg

CHARLIE BROWN COUPONS





Name of item/Charlie Brown Coupons

Purpose/Children may color. On Fridays – (Trade in Day) children trade coupons for goodies. A box of various items kids love. (Inexpensive items, party favors, balloons, pencils, etc). Motivation – variety.

Instructions/Use for encouragement of doing work correctly (independent work) I give one coupon for page or project done satisfactory to teacher's discretion.

Type of children/Grade 2 – Remediation in reading. Primary grades (1 and 2) Level – Grades 1 and 2

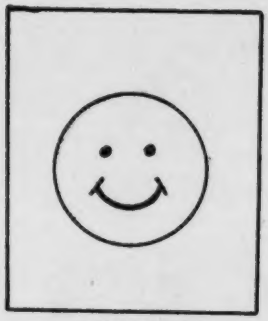
Construction materials/Pencil, carbon paper or ditto master

Construction/Made from any Charlie Brown pictures, Peanuts, Lucy, etc.

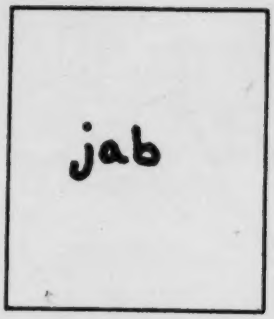
Name/Mary C. Abercrombie
McClure, Illinois 62957

School/Wolf Lake Elementary

Position/Special Reading Teacher



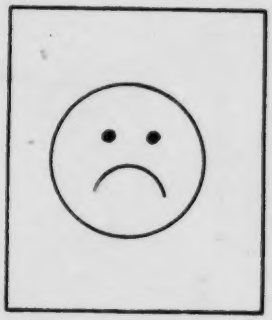
FRONT



BACK

VOCABULARY

THIS CARD TELLS CHILD TO STOP



CARD GAME

Name of item/Vocabulary Card Game

Purpose/To teach and review new vocabulary connected with reading

Instructions/Two may play - or whole class, one at a time. A child turns picture card over and when he reads the word correctly he can continue until: 1. he misreads a word, or 2. he finds a picture card which means he must stop.

Type of children/Low, average children but even the above average children in the room have enjoyed it. They have suggested many ideas for the pictures. Level – Primary.

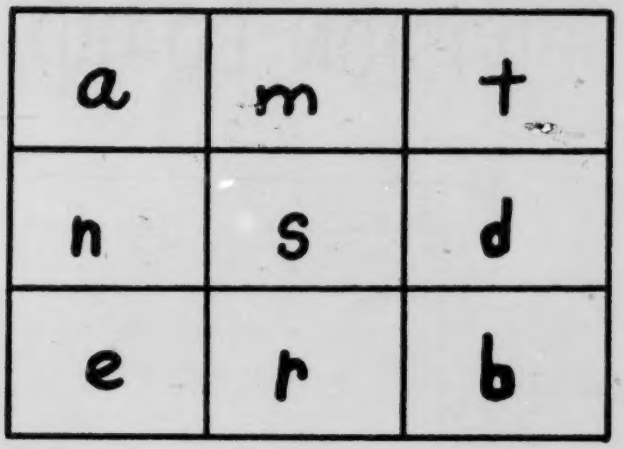
Construction materials/4x4 construction paper, felt tip pen

Construction/I put the cards in a sentence strip holder with 1 card for directions. apple - worm; car - gas pump; Cinderella's slipper - clock (12); Holiday stikers for pictures; bird - empty nest; flowers - don't pick; dog - doghouse; Snowman - sun

Name/Pat Casey
Apt. 210 - 3750 North Woodford
Decatur, Illinois 62526

School/James B. Parsons

Position/Second Grade Teacher



Name of item/Nine-Square

Cost/Just the cost of a package of filing cards

Purpose/To give the children practice in both spelling and vocabulary work

Instructions/The children make as many words as they can from the letters in the square. Two children may use the same card, keeping separate lists.

Type of children/Children in regular second and third grade

Construction materials/Filing cards and a felt-tip marker

Construction/On the filing card, draw a square and divide it into nine parts. In each small square draw one letter. Make just one nine-square on a card. Print the rules on a separate card.

Rules:

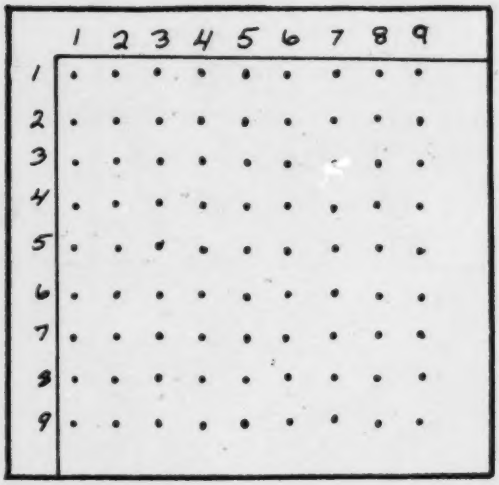
1. Start with any square. Go to a square that touches a side or a corner of the first square.
2. Do not skip or jump squares.
3. List the words as you make them.
4. When the game is over, score 2 points for a two-letter word, 3 for a three-letter word and so on.

Name/Mrs. Ann Wulf
Joliet, Illinois

School/Oak Valley

Position/Second Grade Teacher

DIVISION BOARD



Name of item/Division Board

Cost/$5.00

Purpose/To teach the concept of division

Instructions/Place any number of pegs up to 81 in a green box i.e. 27. Write the number 27 on a piece of paper. The first problem will be 27÷9. As the number must be divided by 9, place 9 markers at the top of the board. When problem is completed, each marker will have 3 pegs and the answer is written on the paper.

Type of children/Children of average intelligence on the fourth grade level

Construction materials/Dowel pegs, plywood, and cigar boxes

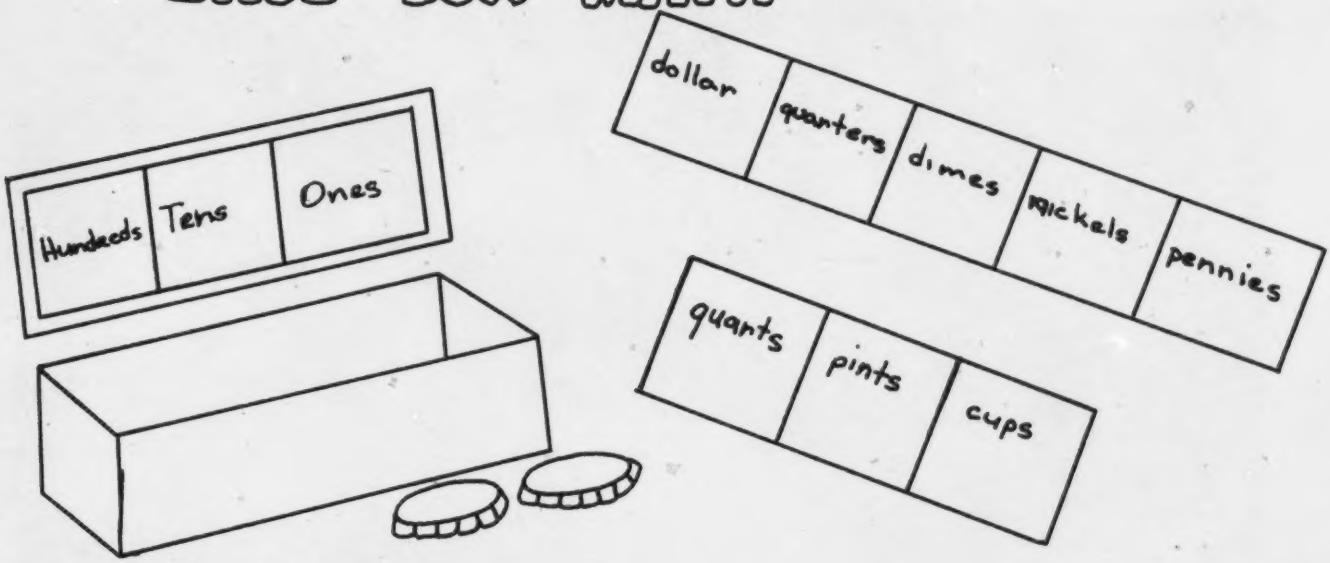
Construction/Three-quarter inch and one-quarter inch plywood glued together. Length and width is 13½ by 12. All holes are drilled 3/4 of an inch in depth and the holes are all equal distant from each other. The dowel pegs are 3/8" and cut 2" in length.

Name/Dennis K. Gibson
503 Third Avenue
Dixon, Illinois 61021

School/Northern Illinois University

Position/Student

SHOE BOX MATH



Name of item/Shoe Box Math

Cost/25 cents

Purpose/Teach counting; teach reading of numbers; motivate an interest in math; make the change from concrete to abstract reasoning; teach the concept of place value; teach other bases as a prerequisite to division.

Instructions/Work with the place value positions showing that the placement of a bottle cap indicates the numerical value. In large group class situations, a shoebox and twenty-seven bottle caps with a set of tagboard fill-ins can be furnished for each child.

Type of children/Fourth grade, Remedial Fifth and Sixth grad ;

Construction materials/A discarded shoe box made of cardboard or plastic, 27 or more bottlecaps, tagboard.

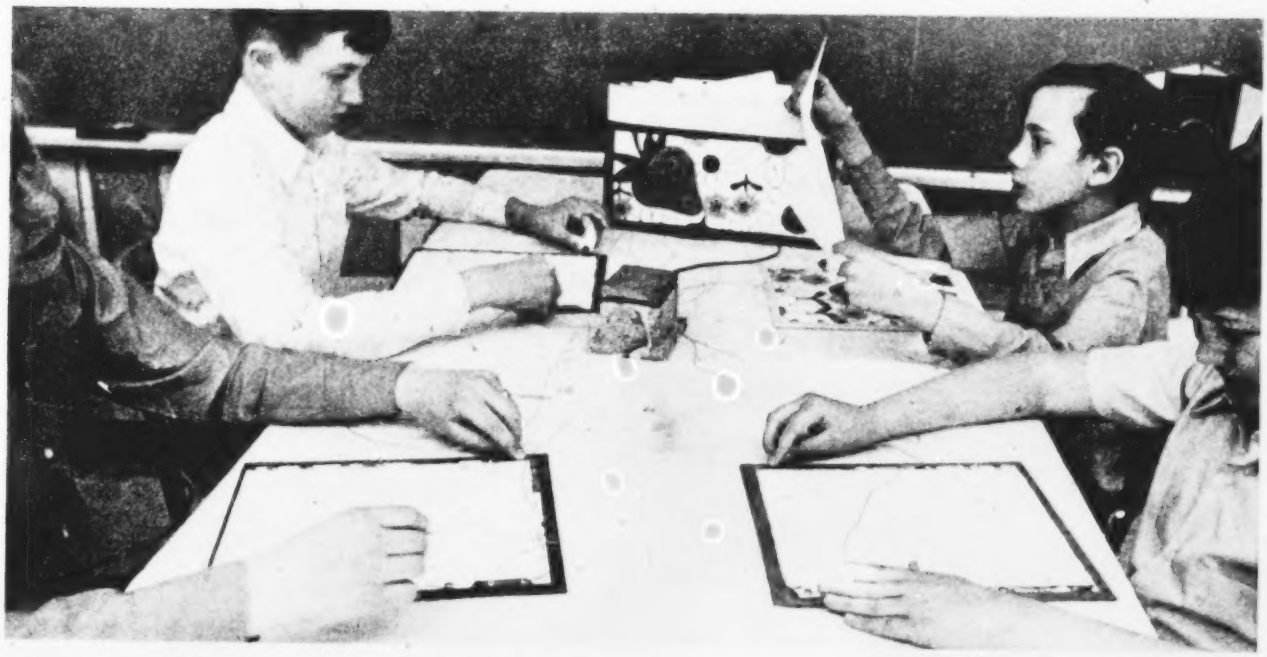
Construction/Mark the inside cover of the shoe box with columns for ones, tens, hundreds as shown in the illustration attached. The box itself is used as a "bank" for the exchange of bottlecaps. Mark extra tagboard to teach the other concepts and fit into the cover of the shoebox. Shoebox may be covered with attractive paper.

Name/Shirley L. Goldman
6040 North Troy Street
Chicago, Illinois 60659

School/Mary Mapes Dodge

Position/Teacher

MINI-COMPUTER



Name of item Mini-computer for upper grades

Cost $5 - $10

Purpose Review and/or studying any subject area

Instructions Review and/or study in any subject area for the upper grades. Sheets made for grade by teacher or by students are placed on the computer. Cards and words or phrases are matched up to get best score is made on the first attempt. A second right goes on if the matching is completed.

Type of children Primary grades were successful with it as developed by Manilla College. Upper grades can make their own computer sheets and learn from using other sheets also. Level ... can be adapted to any level desired.

Construction materials Transformer — 117 V input — electrical wire and telephone wire — nails, hammer, brass fasteners, cardboard, and construction paper for backs.

Construction The mini-computer is made up of two main parts: the **master unit**, any several which is needed and which supplies power to the **student units**. The latter may vary in number from one to eight, depending on the needs of the learning situation.

Materials Needed

General Material

1. For soldering: (all can be accomplished with electrical tape and soldering may not be required) wire stripper, soldering iron, and a small amount of rosin core solder (with rosin core)
2. One bottle of finger nail polish
3. Electrical tape

For the Master Unit

1. Electrical wire — 6 ft. for each student and three wires to a telephone cable
2. Lamp cord — 10' (standard #18 flat wire)
3. Transformer — one — 6 Volt, 1 Amp.
4. Drawing

For Each Student Unit

1. Electrical wire - 2 pieces of 4 ft. each
2. Light bulbs - one for each student unit - 6.3 Volt, GE #40
3. Heavy cardboard about 12" x 12" - 2 pieces for each unit

Terms Used

Master Unit: Brings 110 current to transformer which reduces it to 6.3 volt and transmits it to the signal wires.

Signal Wires: 3 foot pieces of electrical wire which when applied to the student unit in the appropriate places will complete the circuit and cause the light bulb to light up.

Student Unit: Cardboard wired according to a basic pattern. This holds the work sheet or quiz sheet.

A. **Prepare the Master Unit**

Materials Needed:

1. one transformer
2. one plug
3. one length of lamp cord, 3 ft. or more
4. two pieces of electrical wire, 3 ft. in length for each student unit
5. tools - for cutting and soldering, etc.

STEP I: Attach the lamp cord to the transformer on the side of the transformer marked "110-117 Volt"

Method

1. Strip about 1" of the insulating cover off one end of the cord and off the 2 wires extending from the transformer on the "110-117 Volt" side.
2. Twist each of the parallel wires from the lamp cord with one of the wires from the 110 V. side of the transformer.
3. Solder the stripped wires together.
4. Wrap the wires entirely with electrical tape to insulate the stripped portions.

STEP II: Connect the plug to the opposite end of the lamp cord to form the connection to the wall outlet.

STEP III: Attach the same number of signal wires as student units to the wire on the 6 Volt side of the transformer. (For a 4-student unit, 4 wires are attached.)

Method

1. Collect number of wires desired, equal to number of student units.
2. Strip 1" of coating off both ends of these wires.
3. Taking one end of each of these wires, twist the stripped portions together.
4. Take one wire leading from the transformer and strip in the same manner.
5. Twist this transformer wire around the outside of those twisted in point #3.
6. Solder these twisted wires together so as to secure the connection.
7. Insulate by covering with electrical tape.
8. Repeat points 3 through 7 with the rest of the wires.

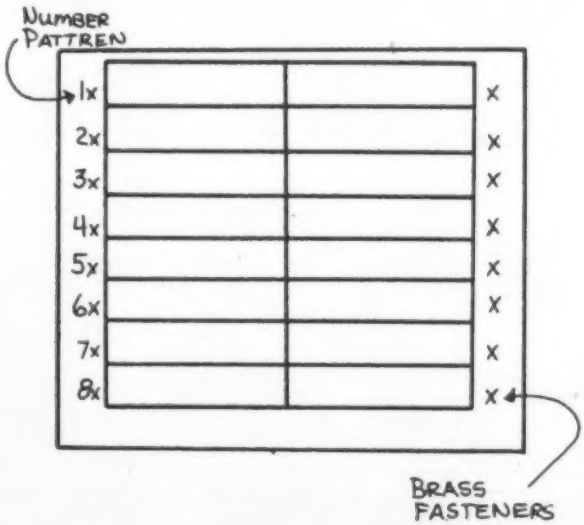
STEP IV: Attach one light bulb to the end of one set of signal wires. Leave the ends of the other sets bare.

Method

1. Wind the wire around the base of the bulb, then solder the wire on to the bulb. (This can be done with electrical tape and the next x step omitted.)
2. Paint the entire base of the bulb and any exposed wire around the bulb with finger nail polish. When dry scrape the contact tip of the bulb.

This completes the master unit. If you wish to have your transformer enclosed in a box you may wish to place it inside a prepared box and move the wires through holes in the side of the box before attaching the plug or the bulbs. For a neat appearance the box may be covered with contact paper or varnished.

An electrician also advised the use of a small fuse attached inside the box to prevent the transformer from burning out.



B. **The Student Units**

Materials needed for each unit:
1. Two pieces of cardboard 12" x 12" or larger
2. Sixteen brass fasteners
3. About 8 ft. of electrical wire
4. Tools for wiring
5. Mystik tape

STEP I: Place the brass fasteners in the cardboard.

Method

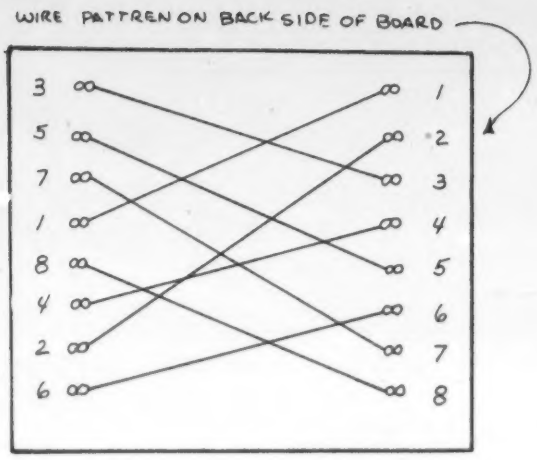
1. To determine where to place the fasteners, set a sample sheet in the center of the cardboard.
2. Put a mark on the cardboard indicating the center of each of the 8 spaces.
3. Insert the brass fasteners at these points.
4. Turn cardboard over and spread the wings of the fasteners.

STEP II: Wire the brass fasteners together, according to one of the basic patterns.

Method

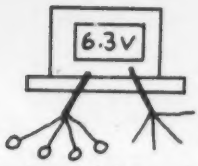
1. Turn cardboard over so that you have the under part of the fasteners facing you.
2. Measure each piece of wire as needed for the pattern.
3. Strip both ends of wire, wind around brass fasteners and secure them. To make sure that you are wiring correctly it will be helpful to write the pattern beside the fasteners on the back side.

Name/Sister Gemma Hellmann, A.S.C. **School**/St. Patrick **Position**/Principal and Teacher of 5, 6, 7, 8
Box 66
Ruma, Illinois



Wire pattern on back side of board

Attaching cord to transformer in Step I



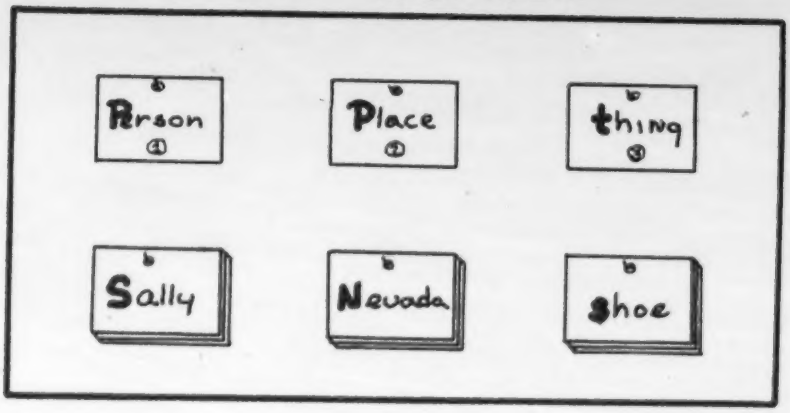
Attaching wires and bulbs in Step III.

ANSWER CODING FOR MINI COMPUTER BOARDS:

1		1a		2		2a		3		3a		4		4a	
1	3	1	4	1	6	1	7	1	4	1	6	1	2	1	5
2	5	2	6	2	8	2	1	2	6	2	1	2	4	2	1
3	7	3	1	3	1	3	8	3	8	3	7	3	6	3	6
4	1	4	7	4	3	4	4	4	2	4	3	4	8	4	2
5	8	5	3	5	5	5	2	5	1	5	8	5	1	5	7
6		6	8	6		6	5	6	5	6	2	6	3	6	3
7	4	7	2	7	4	7	3	7	3	7	5	7	5	7	8
8	2	8	5	8	7	8	6	8	7	8	4	8		8	4
	6														

The "a" card will automatically be formed if top and bottom is reversed. Therefore only patterns 1, 2, 3, and 4 need to be made.

SORTO BOARD



Name of item/Sorto Board

Cost/$5.00

Purpose/You may use the "Sorto Board" for practice in categorizing, grouping, and matching. It is a helpful aid for math, reading, science, nutrition, and almost any other subject. The board can be a learning station for independent work, or as a teaching aid.

Instructions/Make learning packages containing three category cards (numbered one through three) and an unlimited number of choice or decision cards to be placed on the hooks below the correct category cards.

Type of children/Elementary education. Those having difficulty understanding the concepts of sets of groupings. Level – all levels.

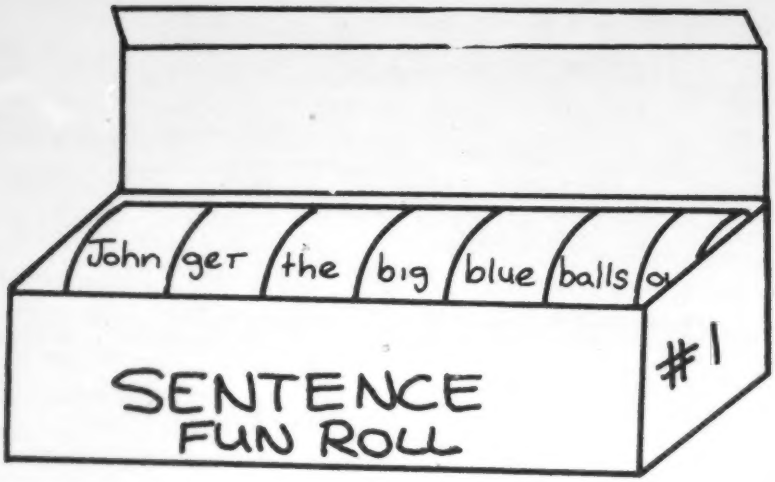
Construction materials/One piece of tag board or other heavy paper, note cards, 3"x5", paper punch. Small hooks or large paper clips (6), magic markers.

Construction/Put hooks for three category cards on top row (Person, Place, Thing) On bottom row put three hooks for choice cards (3"x5") Number unlimited (category number may be on back for self correction).

Name/Mrs. Janine Kirk
1237 Wrightwood
Chicago, Illinois 60614

School/Thresholds Psychiatric Rehabilitation Center

Position/Co-ordinator of Education Department



FUN ROLL

Name of item/Sentence Fun Roll

Construction materials/Saran Wrap or aluminum foil boxes with rolls; Sharp knife; Flair Pens

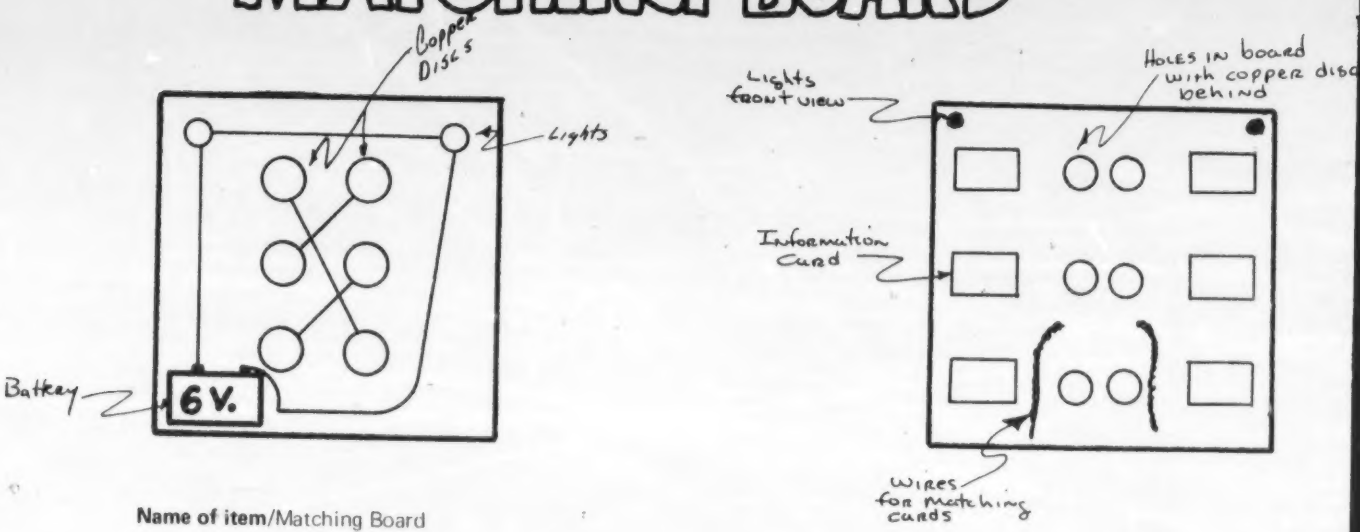
Construction/Remove cutting edge from box by pulling it off. Remove roll from box and cut it into 4, 5, or 6 unequal pieces. Place these back in the box. You will have to cut about ¼ inch off of one end to allow the roll to turn freely. Write short sentences on the roll (equal to number of sections you have) with a flair pen. You can get 3 or 4 sentences on each roll. You should only be able to see one sentence at a time. The child turns the pieces of the roll in the box until he can make a sensible sentence. You can have him say or write his sentence. Many combinations are possible.

Name/Sue Ridgley
1474 Greendell Drive
Decatur, Illinois 62526

School/Macon Grade School

Position/Departmentalized Fifth Year Reading

MATCHING BOARD



Name of item/Matching Board

Cost/$2.50

Purpose/This can be used in any area as a review or learning exercise.

Instructions/You use the two electric wires to match the correct information. When it matches correctly the board lights up.

Type of children/Normal classroom - 5th Grade, P.H. classroom - 4th Grade

Construction materials/Battery (6 volts), small flashlight bulbs and sockets, copper wire covered with plastic coating

Construction/You can tape the information up or get small cup hooks and hang information cards up. To work board you just stick the wire into the holes to find the ones that match. You can have any number of sets of holes (3-10)

Name/Henry A. Gmitro
244 Wilmette Avenue
Glenview, Illinois 60025

School/Northern Illinois University

Position/Student

Sample:
Rest card: # go

3 +0 = 3	3 +2 = 5	2 +4 = 6	2 +5 = 7	1 +3 = 4	2 +2 = 4
4 +1 = 5	3 +2 = 5	2 +2 = 4	5 +1 = 6	3 +2 = 5	1 +5 = 6

Name of item/Climbing Hills in Minutes

Cost/ $1.00 to $2.00

Purpose/To learn simple and hard basic Math facts with accuracy and speed. This could be adapted to multiplication and division facts as well. To keep child from counting on fingers to learn basic facts.

Instructions/While one child turns over the 3 minute egg timer and looks at the problems he says the answers one by one while another child watches the answer on the Rest card. If the child makes an incorrect answer he must return to where he started that time and try again until his 3 minutes are up. If no mistakes were made - he must stop after 3 minutes and return **back** to the nearest **Rest Stop** with his marker on car. He may complete up to 3 or 4 sections in 3 minutes. If he does not **complete** a whole section before his 3 minutes are up - he must go back to the beginning of that section and try again on his next turn. Eventaully he sees his own progress of mastering facts without counting on his fingers. When the child is not taking his turn, he watches the Rest Stop Card with the answers while another is saying the answers. This provides visual aid reinforcement of correct answers.

Type of children/It seems to be challenging to slow and fast children. Level – Primary through Intermediate.

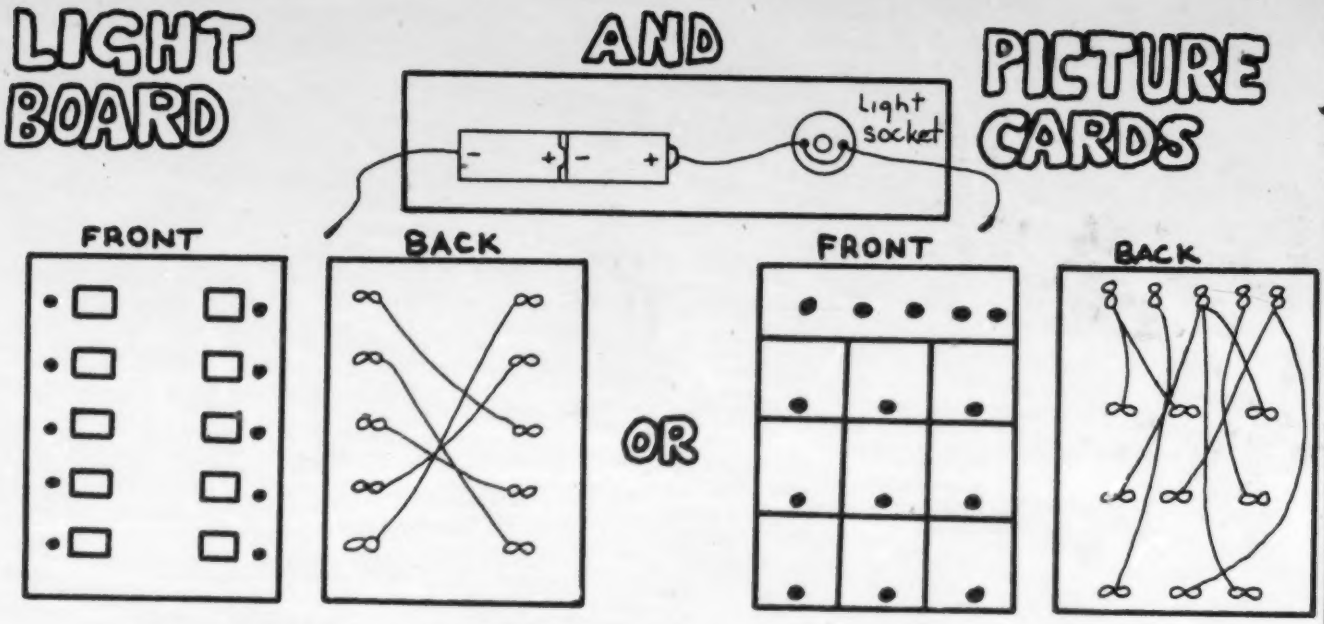
Construction materials/3-minute egg timer; cardboard 24"x28", magic markers, a few pictures to add interest and color; clear contact paper; 10 cards 5"x3". Markers or cars for kids.

Name/Sistern Annette Embrich
Main and Chartrard
Prairie du Rocher, Illinois 62277

School/Prairie du Rocher
Community Consolidated

Position/Primary Teacher

LIGHT BOARD AND PICTURE CARDS



Name of item/Light Board and Picture Cards

Cost/$2.50 for batteries, wire, socket and bulb

Purpose/This item can be used to reinforce any type of concept from vocabulary to math depending on the cards you make.

Instructions/The light board and cards are used as matching devices. Children find the brass fasteners that match by touching them with the ends of the wires causing the bulb to light.

Type of children/This device has been used by children in grades K through 3 in regular classroom.

Construction materials/Cardboard, masking tape, paper punch, 2 flashlight batteries (or a 6 volt battery), miniature socket and bulb, brass fasteners, bell wire, piece of board, old work books (for pictures)

Construction/Cut the cardboard into 8½"x11" pieces. Make as many as you wish. Punch five holes down one side of the cardboard about one inch from the edge. Then punch five holes across from them about one inch from the opposite edge. For a variation, punch five holes across the top of the card about an inch down. Divide the rest of the card into nine squares, punching one hole in each square.

On the front of the cards mount pictures or write questions down one side and pictures or answers down the other side but not in the same sequence. Push one brass fastener in each hole from the front of the card. Connect each of the paper fasteners by the questions to the correct fasteners by the answers with bell wires.

On a piece of board fasten the batteries, with opposite ends touching, and the light socket. Attach a wire to the bottom of one of the batteries and another wire to the top end of the other battery. Also, attach either one of the wires to the light socket. Form loops at the free ends of the wires. When the loops touch the fasteners that are connected by the same bell wire, they make a complete circuit and the bulb will light.

Name/Mrs. Mary Jones
2116 Rowell Avenue
Joliet, Illinois

School/Oak Valley

Position/Kindergarten Teacher